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ABSTRACT

This collection presents evaluation reports on 52 Atlanta (Georgia) public schools. Critical questions and key findings are presented for each school in the areas of: (1) general descriptive characteristics, such as enrollment, student mobility, Chapter 1 services, and prior experiences of students; (2) performance-based achievement on Georgia state measures; (3) performance in the Georgia Curriculum-Based Assessment Program; (4) results of the Iowa Tests of Basic Skills; (5) results of school projects; and (6) the progression status of the school in comparison with that of other schools. A descriptive data sheet gives a school profile, and tables (usually about six) present student achievement results. (SLD)

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ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

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ADAMSVILLE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

UD 029 683

02

ADAMSVILLE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	**Findings**
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Adamsville completed its first year as a K - 5 school in 1992-93, having operated as a K - 7 school since 1971. The active enrollment of 509 students reflected the reassignment of approximately 150 sixth and seventh graders to middle school. • Staff/school factors in the 1993 transition year were less stable than previous, as reflected in student stability, mobility and attendance. Compared to 1992, fewer students were stable at the school for seven or more of the nine attendance periods (decrease from 92 to 88 percent); there were more withdrawals or transfers which caused the student mobility index to increase from .23 to .36; the pupil-teacher ratio increased from 22.7 to 24.2; and student attendance decreased slightly from 95.2 to 94.7 percent. Staff attendance of 97.5 showed a slight increase. • The percentage of students entering kindergarten with no appreciable formal preschool experience increased from 34 to 44, constituting a sizable group of 45 in a kindergarten class of 102 students. • Instructional support programs included Schoolwide Chapter I Project, Remedial Education, Program for Exceptional Children, computer-assisted basic skills instruction, and other local projects and services.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress. • The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 98 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (98 percent), Logical/Mathematical (99 percent), Physical (100 percent), Personal (98 percent), and Social (100 percent). A range of 95 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 101 students showed the following number of students in each stage of writing development: Pictographic Writer (3), Scribble Writer (3), Invented Word Writer (4), Copier (17), New Word Writer (5), Phrase/Sentence Writer (38), Simple Story Writer (28) and Intermediate Story Writer (3). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Advanced Story Writers. • The kindergarten class performed quite well in view of the fact that 44 percent of the students did not have formal preschool experience prior to entering kindergarten.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.

Critical Questions	**Findings**
II. Performance-Based Assessment C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	• The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third and fourth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent categories. At the end of the year, 55 percent more second, third, and fourth grade students performed in the Excellent category. • The majority of the fifth grade students maintained their performance in the Adequate category for fiction, while three students were in the Excellent category and 15 ended the year in the Needs Improvement category. • The pretest and posttest results for the nonfiction reading selection showed improved performance for fourth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent category. For fifth graders, four more students performed in the Excellent category and 13 more students ended the year in the Needs Improvement category.

Critical Questions	**Findings**
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), emphasizing higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, performance in 1992 met or exceeded the State Goal in the content areas of Language Arts/Reading and Mathematics. Performance met or exceeded the State Goal for one of the strands in Science (Life Science); and two strands in Social Studies (Citizenship and Skills). In 1993, students achieved the State Goal in all of the four content areas. The Mathematics Probability and Statistics strand was at Quality Performance.
B. Grade 5	• For Grade 5, students achieved the State Goal in Language Arts/Reading and Health in 1992 and 1993. Performance was at Quality Performance for one Language Arts/Reading strand (Literal Comprehension) and one Mathematics strand (Probability and Statistics). Mathematics achievement improved to the State Goal performance level in 1993.

Critical Questions	**Findings**
IV. **Iowa Test of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Reading and mathematics achievement, as measured on the ITBS, was above the national norm from 1986 to 1992. The percentage of students earning scores at or above the national norm in 1992 increased from 59 to 62 for reading, and from 64 to 66 percent for mathematics.
B. Students who attended the school for seven or more attendance periods?	• Total school performance on the ITBS for 1993 increased from 62 to 73 percent for reading and 66 to 76 for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: • Grade 1 - 90 percent for Reading; 96 percent for Mathematics Grade 2 - 88 percent for Reading; 96 percent for Mathematics Grade 3 - 81 percent for Reading; 81 percent for Mathematics Grade 4 - 59 percent for Reading; 61 percent for Mathematics Grade 5 - 62 percent for Reading; 57 percent for Mathematics
C. The percentage of students scoring within each quadrant?	• Eighty-eight percent of Adamsville's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. With the exception of first grade reading and fourth grade mathematics, this stable group of students achieved at a higher level than the total group. • The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement, as there were more students earning scores in the two highest percentile ranges (51-99).

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	• Adamsville implemented a Schoolwide Chapter I Project in which students made the following mean NCE gains from 1992 to 1993: • Grade 2 - 24 NCE gains for Reading; 28 NCE gains for Mathematics Grade 3 - 35 NCE gains for Reading; 21 NCE gains for Mathematics Grade 4 - 6 NCE gains for Reading; 9 NCE gains for Mathematics The mean NCE for grade 5 decreased for reading and remained at the same level for mathematics.
A. Chapter 1 - Schoolwide Project	• Systemwide, students in Schoolwide Chapter I Projects made gains ranging from 4 to 9 NCE points for reading and 1 to 11 points for mathematics.
B. Remedial Education Program (REP)	• REP students in grades 3 and 4 made gains in reading and mathematics, whereas second and fifth grades did not. Systemwide, students in grades 3 through 5 made gains for reading, and students in grades 2, 4 and 5 improved in mathematics. Second grade reading remained at the same level and third grade mathematics decrease 3 NCE points.
VI. Progression Status How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 98 to 100 percent of the kindergarten students demonstrated overall capability for the developmental areas on the GKAP, and all were promoted.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system? (continue)	• The Progression Status Report for 1992-93 showed that 97 percent of Adamsville's students were promoted, 3 percent were administratively placed, and one student was retained. Last year in 91-92, 99 percent were promoted, 1 percent were administratively placed and two students were retained. Systemwide progression status for 1993 showed that 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.

1992-93
ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

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ADAMSVILLE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	644	669	509	-160	-23.9	-135	-21.0
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	446	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	63	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	158	31	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	50	10	3873	12
MOBILITY INDEX	.36		.38	
3. PUPIL-TEACHER RATIO	24.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	509	100	15734	50
CHAPTER I MATH	509	100	14903	47
REP READING	55	11	4384	14
REP MATH	57	11	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	1	291	5
K-GARTEN - HEAD START	5	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	49	49	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	44	44	2391	45
FIRST GRADE - APS K-GARTEN	62	91	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	9	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.0		94.4
1991-92		95.2		94.1
1992-93		94.7		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.6		97.2
1991-92		97.0		97.4
1992-93		97.5		97.4

Adamsville Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	98	93	92
II. Logical-Mathematical	99	93	93
III. Physical	100	97	96
IV. Personal	98	94	92
V. Social	100	94	93
Total Number Reported	98	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	99	93	92
B. Processes Auditory Information	98	92	92
C. Communicates Orally	96	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	98	91	91
C. Knows Numbers 1 to 10	99	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY
- A. **Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- B. **Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. **Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. **Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY
- A. **Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. **Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- C. **Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- D. **Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY
- A. **Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. **Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. **Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. **Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY
- A. **Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- B. **Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. **Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY
- A. **Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. **Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

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**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
ADAMSVILLE ELEMENTARY SCHOOL 41007

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	3	3.0
STAGE 2: SCRIBBLE WRITER	3	3.0
STAGE 3: INVENTED WORD WRITER	4	4.0
STAGE 4: COPIER	17	16.8
STAGE 5: NEW WORD WRITER	5	5.0
STAGE 6: PHRASE/SENTENCE WRITER	38	37.6
STAGE 7: SIMPLE STORY WRITER	28	27.7
STAGE 8: INTERMEDIATE STORY WRITER	3	3.0
TOTAL NUMBER	101	100.1

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: ADAMSVILLE ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	8	12	18	27	15	23	14	21	11	17	66
POSTTEST LEVEL 2	24	36	16	24	17	26	4	6	5	8	66
DIFFERENCE LEVEL 2	16	24	-2	-3	2	3	-10	-15	-6	-9	
PRETEST LEVEL 3	13	21	18	29	14	22	9	14	9	14	63
POSTTEST LEVEL 3	38	60	11	17	7	11	3	5	4	6	63
DIFFERENCE LEVEL 3	25	39	-7	-12	-7	-11	-6	-9	-5	-8	
PRETEST LEVEL 4	17	18	22	23	24	25	14	14	20	21	97
POSTTEST LEVEL 4	31	32	25	26	20	21	11	11	10	10	97
DIFFERENCE LEVEL 4	14	14	3	3	-4	-4	-3	-3	-10	-11	
PRETEST LEVEL 5	3	4	18	24	25	33	21	28	8	11	75
POSTTEST LEVEL 5	3	4	18	24	24	32	15	20	15	20	75
DIFFERENCE LEVEL 5	0	0	0	0	-1	-1	-6	-8	7	9	
	41	14	76	25	78	26	58	19	48	16	301
	96	32	70	23	68	23	33	11	34	11	301
	55	18	-6	-2	-10	-3	-25	-8	-14	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

10/11/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: ADAMSVILLE ELEMENTARY SCHOOL

				ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	19	20	23	24	18	19	14	14	23	24	97
POSTTEST LEVEL 4	24	25	26	27	13	13	14	14	20	21	97
DIFFERENCE LEVEL 4	5	5	3	3	-5	-6	0	0	-3	-3	
PRETEST LEVEL 5	1	1	16	22	31	43	13	18	11	15	72
POSTTEST LEVEL 5	4	6	13	18	17	24	14	19	24	33	72
DIFFERENCE LEVEL 5	3	5	-3	-4	-14	-19	1	1	13	18	
	20	12	39	23	49	29	27	16	34	20	169
	28	17	39	23	30	18	28	17	44	26	169
	8	5	0	0	-19	-11	1	1	10	6	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA
CURRICULUM
BASED
ASSESSMENT

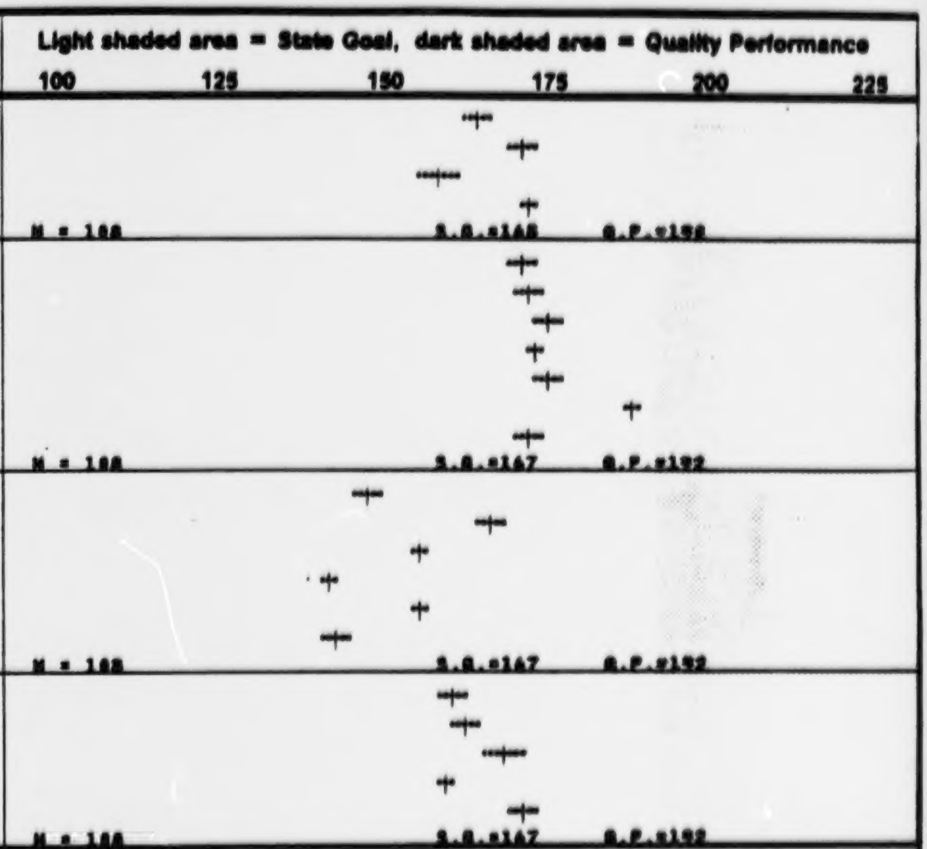
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: ADAMSVILLE ELEM
School Code: 2050

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±2
Literal Comp	171 ±2
Infer & Crit Comp	158 ±3
Reference & Study	172 ±1
MATHEMATICS	171 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	175 ±2
Geometry	173 ±1
Measurement	175 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	172 ±2
SCIENCE	147 ±2
Life Science	166 ±2
Earth Science	155 ±1
Physical Science	141 ±1
Process Skills	155 ±1
Env/Sci/Tech/Soc	142 ±2
SOCIAL STUDIES	160 ±2
Communities	162 ±2
Citizenship	168 ±3
American Heritage	159 ±1
Skills	171 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

36

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

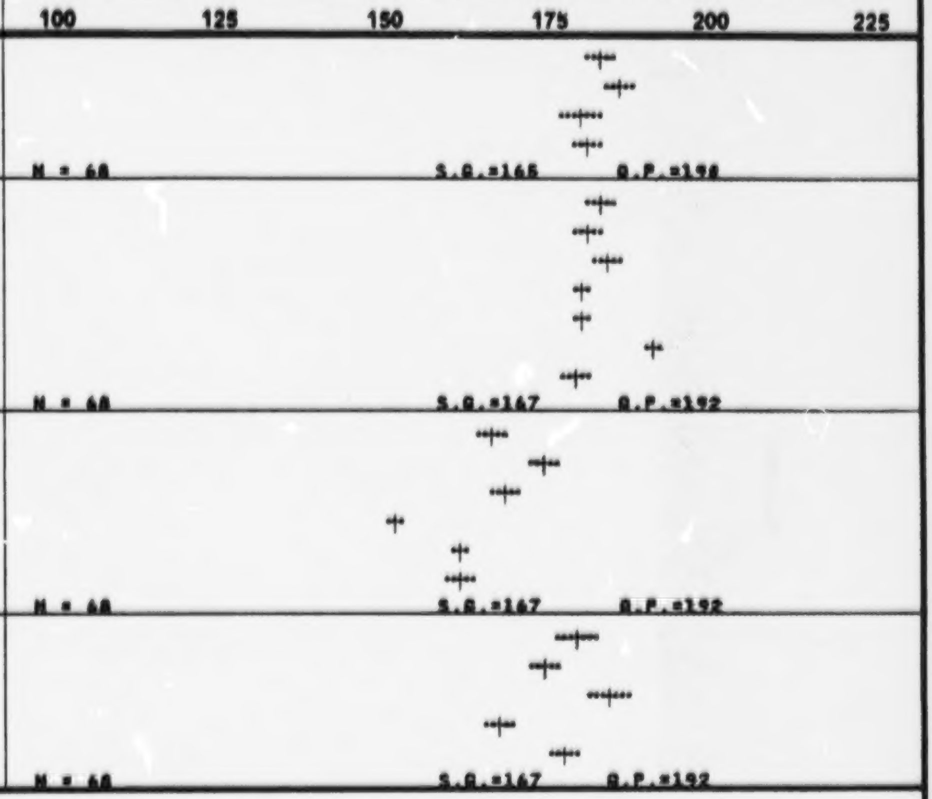
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: ADAMSVILLE ELEM
School Code: 2050

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	183 ±2
Literal Comp	186 ±2
Infer & Crit Comp	180 ±3
Reference & Study	181 ±2
MATHEMATICS	183 ±2
Numbers & Num Rel	181 ±2
Operations & Comp	184 ±2
Geometry	180 ±1
Measurement	180 ±1
Prob & Stat	191 ±1
PROBLEM SOLVING	179 ±2
SCIENCE *	166 ±2
Life Science	174 ±2
Earth Science	168 ±2
Physical Science	151 ±1
Process Skills	161 ±1
Env/Sci/Tech/Soc	161 ±2
SOCIAL STUDIES	179 ±3
Communities	174 ±2
Citizenship	184 ±3
American Heritage	167 ±2
Skills	177 ±2

Light shaded area = State Goal Dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

37

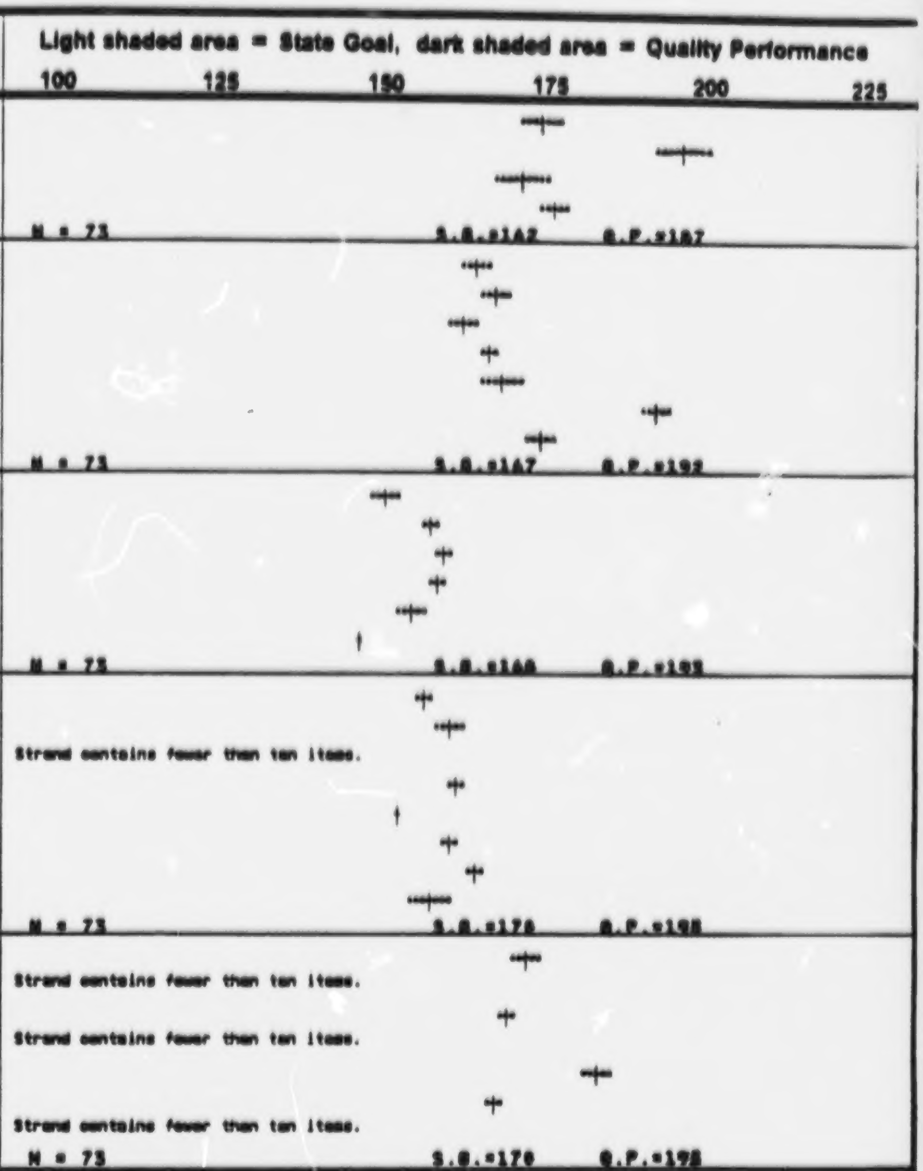
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: ADAMSVILLE ELEM
School Code: 2050

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	174 ±3	
Literal Comp	196 ±4	
Infer & Crit Comp	171 ±4	
Reference & Study	176 ±2	
		N = 73 S.G.=162 Q.P.=187
MATHEMATICS	164 ±2	
Numbers & Num Rel	167 ±2	
Operations & Comp	162 ±2	
Geometry	166 ±1	
Measurement	168 ±3	
Prob & Stat	192 ±2	
PROBLEM SOLVING	174 ±2	
		N = 73 S.G.=167 Q.P.=192
SCIENCE	150 ±2	
Life Science	157 ±1	
Earth Science	159 ±1	
Physical Science	158 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 73 S.G.=168 Q.P.=193
SOCIAL STUDIES	156 ±1	
Geog Regions	160 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	164 ±1	
Skills	157 ±3	
		N = 73 S.G.=170 Q.P.=198
HEALTH	172 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 73 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

ǂ = the school score
··· = the standard error (S.E.)

38

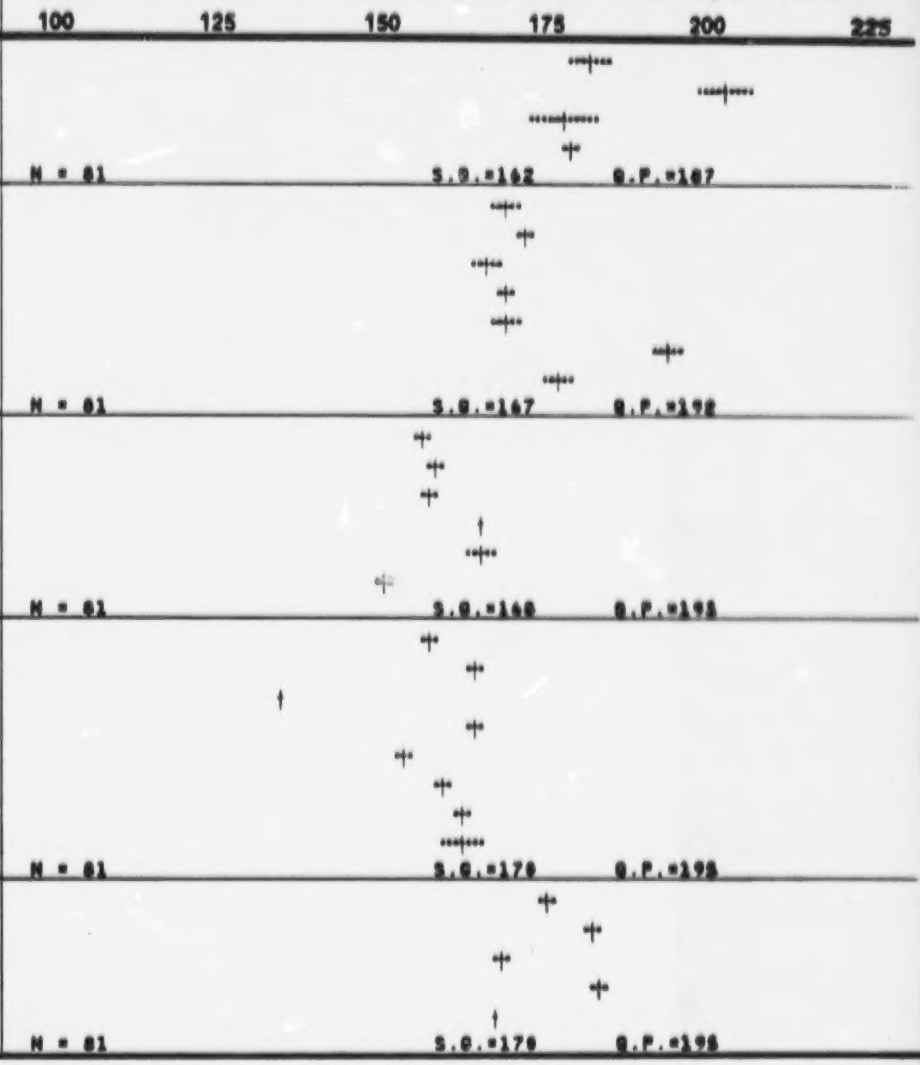
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: ADAMSVILLE ELEM
School Code: 2050

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.			
LANG ARTS:READING	182 ±3			
Literal Comp	203 ±4			
Infer & Crit Comp	178 ±5			
Reference & Study	179 ±1			
		N = 81	S.G.=162	Q.P.=187
MATHEMATICS	169 ±2			
Numbers & Num Rel	172 ±1			
Operations & Comp	166 ±2			
Geometry	169 ±1			
Measurement	169 ±2			
Prob & Stat	194 ±2			
PROBLEM SOLVING	177 ±2			
		N = 81	S.G.=167	Q.P.=192
SCIENCE	156 ±1			
Life Science	158 ±1			
Earth Science	157 ±1			
Physical Science	165 ±0			
Process Skills	165 ±2			
Env/Sci/Tech/Soc	150 ±1			
		N = 81	S.G.=160	Q.P.=193
SOCIAL STUDIES	157 ±1			
Geog Regions	164 ±1			
Canada Hist/Geog	134 ±0			
U.S. pre-1791	164 ±1			
U.S. 1791-1875	153 ±1			
U.S. 1875-1932	159 ±1			
U.S. 1932-present	162 ±1			
Skills	162 ±3			
		N = 81	S.G.=170	Q.P.=195
HEALTH	175 ±1			
Sfty/Prs/Mntl Hlth	182 ±1			
Nutrition	168 ±1			
Substance Abuse	183 ±1			
Growth, Dev & Fam	167 ±0			
		N = 81	S.G.=170	Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	68	94	81	96	90	
02	71	68	81	70	82	
03	68	37	55	37	81	
04	98	56	33	81	59	
05	79	46	34	39	62	
06		49	55	52		
07		67	71	75		
School Total	384	61	59	62	73	11
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	69	99	85	99	96	
02	71	87	88	88	93	
03	68	58	41	46	81	
04	98	68	44	70	61	
05	79	61	51	45	57	
06		62	59	62		
07		78	76	66		
School Total	385	74	64	66	76	10
Elem. 1-5 Schools	23,687	67	60	59	56	-3

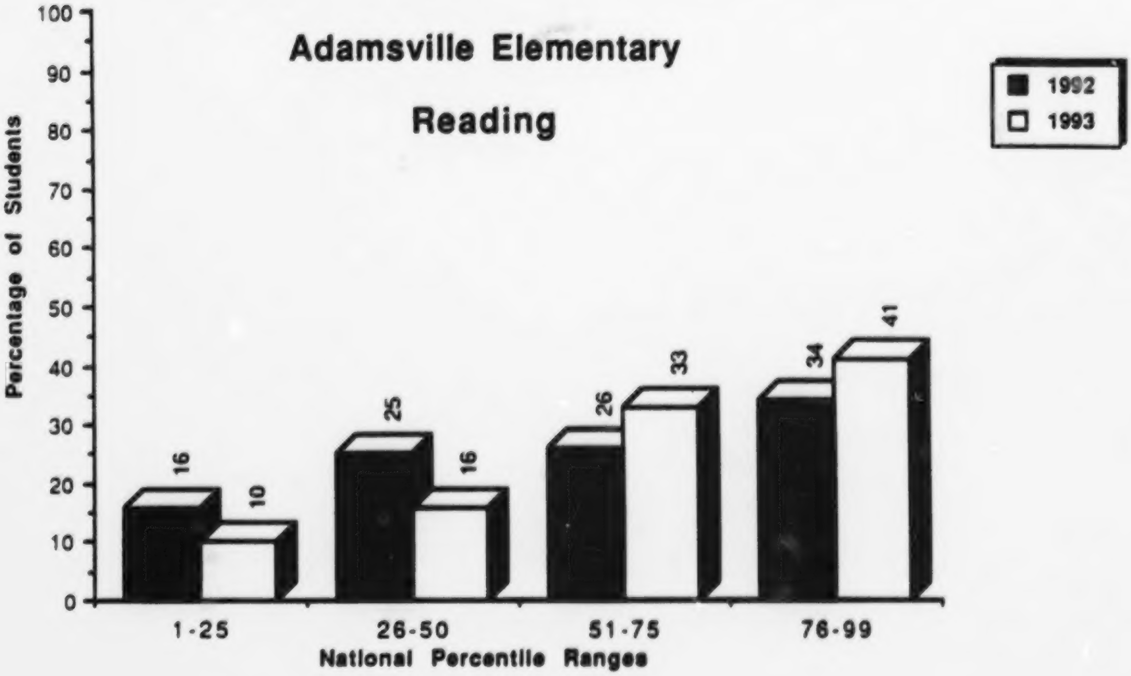
* Difference = 1993 - 1992

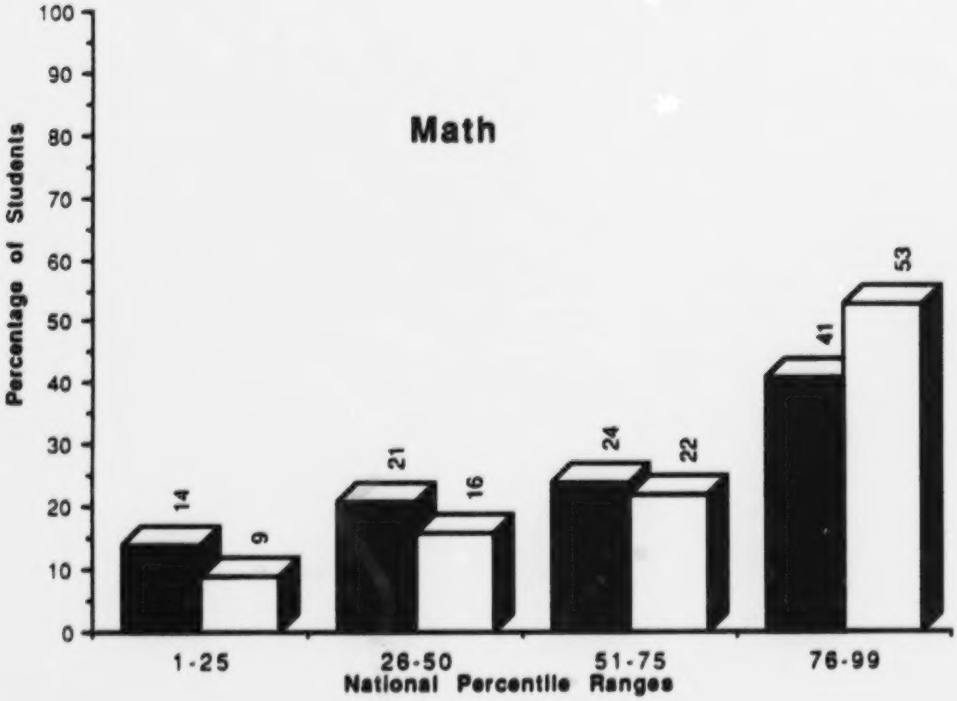
SCHOOL: 41007   ADAMSVILLE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	58	51	88	59	56	95
02	62	52	84	62	58	94
03	63	51	82	62	51	82
04	93	56	60	93	56	60
05	74	47	64	74	42	57
SCHOOL TOTAL	349	257	74	350	263	75
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	7	34	58	24	4	35	63	28
03 SWP	19	34	69	35	11	34	55	21
04 SWP	48	39	45	6	43	35	44	9
05 SWP	15	43	37	-6	24	36	36	

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 ADAMSVILLE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	8	66	61	-5	10	76	76	
03	12	32	66	34	5	29	50	21
04	18	34	41	7	21	30	37	7
05	11	43	35	-8	16	33	31	-2

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

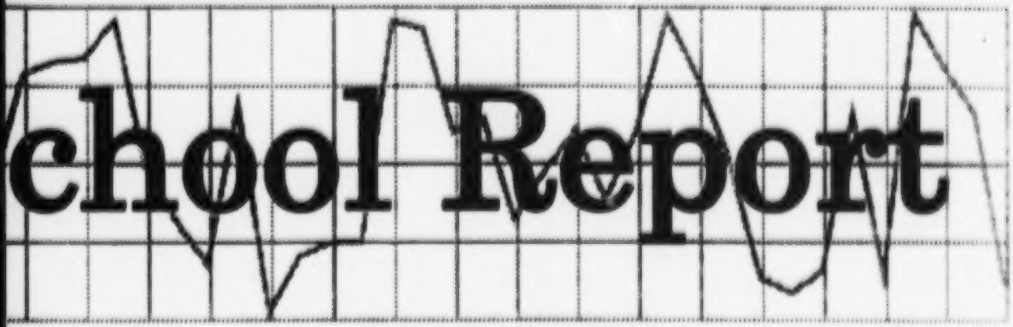
* Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	102	100					102
	System	5,184	95			294	5	5,478
01	School	70	97	1	1	1	1	72
	System	4,879	89	202	4	408	7	5,489
02	School	72	94	5	6			77
	System	4,527	91	257	5	185	4	4,969
03	School	67	91	7	9			74
	System	4,598	92	260	5	113	2	4,971
04	School	98	97	3	3			101
	System	4,608	94	227	5	82	2	4,917
05	School	83	100					83
	System	4,588	96	191	4	20		4,799
	School	492	97	16	3	1		509
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

ANDERSON PARK
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

ANDERSON PARK ELEMENTARY SCHOOL

1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics** What critical school factors may have influenced student performance?	• In the third year as a K-5 school, Anderson's student enrollment dropped below 300. The school continued to receive a large number of kindergartners and transferred students from other schools in the system (145 students, 51 percent) and from outside the system (33 students, 11 percent). • A degree of stability was indicated by the decrease in student mobility (down .62 to .52), more students were on active roll for seven or more attendance periods (up 71 to 84 percent), and the pupil-teacher ratio decreased to a level comparable to that for the system (22.1). Both student attendance of 94 percent and staff attendance of 98 percent remained comparable to the systemwide averages. • Less than one-half of the kindergarten class entered school with formal preschool experience (35 percent), resulting in a sizable group of 25 in a class of 38 students who had no formal preschool experience prior to entering kindergarten. • All except one of the first grade students attended kindergarten in either system or non-system programs. • Programs for instructional support included a Schoolwide Chapter I Project, Remedial Education, Program for Exceptional Children, computer-assisted instruction, and local projects and services.
II. **Performance-Based Assessment** A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.

Critical Questions	Findings
II. Performance-Based Assessment (Continued)	
	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 38 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were Communicative (100 percent), Logical/Mathematical (100 percent), Physical (100 percent), Personal (100 percent), and Social (100 percent). A range of 97 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 38 students showed the following number of students in each stage of writing development: Pictographic Writer (1), Scribble Writer (2), Invented Word Writer (2), Copier (6), New Word Writer (5), Phrase/ Sentence Writer (7), Simple Story Writer (15), Intermediate Story Writer (0), and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story Writers. • The kindergarten class performed quite well in view of the fact that 66 percent of the students did not have formal preschool experience prior to entering kindergarten.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • For the fiction reading selection, students in grades 2, 4, and 5 improved their performance from Needs Improvement to the Adequate and Excellent categories. The report for third grade showed that only a small percentage of papers were compared from pretest to posttest. • Fourth and fifth grade students demonstrated improved performance from pretest to posttest for the nonfiction reading selection. An additional 39 percent of the students ended the year with Upper Adequate or Excellent performance.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5, and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items.
	• The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 scores did not meet the State Goal criterion for any content area but the State Goal was achieved for Mathematics in 1993. Performance was at the State Goal level for two of the strands in Language Arts/Reading (Literal Comprehension and Reference and Study Skills); all of the Mathematics strands except Problem Solving; Life Science; and Citizenship and Skills in Social Studies.
B. Grade 5	• For Grade 5, the school's 1992 scores met or exceeded the State Goal criterion for all of the content areas and the Quality Performance criterion was met for Language Arts/Reading. In 1993, scores met the State Goal level for Language Arts/Reading and Health. Quality Performance was maintained for the Literal Comprehension and Probability and Statistics strands.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Reading and Mathematics achievement at Anderson Park remained above the national norm since 1986. For 1991-92, reading achievement was 74 percent at or above the national norm and mathematics achievement was 68 percent. • Total school performance on the ITBS for 1993 decreased from 74 to 58 percent for reading and increased from 68 to 70 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 59 percent for Reading; 61 percent for Mathematics Grade 2 - 40 percent for Reading; 80 percent for Mathematics Grade 3 - 53 percent for Reading; 65 percent for Mathematics Grade 4 - 66 percent for Reading; 66 percent for Mathematics Grade 5 - 70 percent for Reading; 78 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Eighty-four percent of Anderson's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. With the exception of third grade reading and mathematics and fourth grade mathematics, this stable group of students earned higher scores than the total group.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading achievement as more students scored in the two lower percentile ranges (1-50) than in the higher ranges. The increase in mathematics achievement showed 12 percent more students in the third percentile range (51-75).

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Schoolwide Program	● Anderson Park implemented a Schoolwide Chapter I Project in which students made the following NCE gains from 1992 to 1993: Grade 2 - 9 NCE decrease for Reading; 15 NCE gains for Mathematics Grade 3 - 22 NCE gains for Reading; 23 NCE gains for Mathematics Grade 4 - 11 NCE gains for Reading; 11 NCE gains for Mathematics Grade 5 - 13 NCE gains for Reading; 23 NCE gains for Mathematics ● Systemwide, students in Schoolwide Chapter I projects made gains ranging from 4 to 9 NCE points for reading and 1 to 11 points for mathematics. Achievement gains were greater for schoolwide projects when compared to non-schoolwide project schools.
B. Remedial Education Program (REP)	● REP students in grades 3 through 5 made gains for reading and in grades 2 through 5 for mathematics. The gains ranged from 4 to 28 NCE points. Second graders decreased from 35 to 27 NCE for reading. ● Systemwide, students in grades 3 through 5 made gains for reading, and grades 2, 4, and 5 for mathematics. The gains ranged from 2 to 7 NCE points.

Critical Questions	Findings
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • All of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and all were promoted. • The Progression Status Report for 1992-93 showed that 99 percent of Anderson's students were promoted, and one percent were retained. Last year in 1991-92, 98 percent were promoted, 1 percent were administratively placed and 1 percent were retained. Systemwide progression status for 1993 showed that 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.

R&E/EPP:lf:jep October 13, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
ANDERSON PK ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	345	315	287	-28	-8.9	-58	-16.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-8.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	240	84	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	47	16	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	145	51	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	33	11	3873	12
MOBILITY INDEX	.52		.38	
3. PUPIL-TEACHER RATIO	22.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	287	100	15734	50
CHAPTER I MATH	287	100	14903	47
REP READING	39	14	4384	14
REP MATH	36	13	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	3	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	32	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	25	66	2391	45
FIRST GRADE - APS K-GARTEN	40	85	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	13	481	9
FIRST GRADE - NO K-GARTEN	1	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.4		94.4
1991-92		94.2		94.1
1992-93		93.6		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.8		97.2
1991-92		97.8		97.4
1992-93		97.8		97.4

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	100	93	92
II. Logical-Mathematical	100	93	93
III. Physical	100	97	96
IV. Personal	100	94	92
V. Social	100	94	93
Total Number Reported	38	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	100	91	92
D. Demonstrates Emergent Literacy	100	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	97	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
ANDERSON PK ELEMENTARY SCHOOL 41014

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	1	2.6
STAGE 2: SCRIBBLE WRITER	2	5.3
STAGE 3: INVENTED WORD WRITER	2	5.3
STAGE 4: COPIER	6	15.8
STAGE 5: NEW WORD WRITER	5	13.2
STAGE 6: PHRASE/SENTENCE WRITER	7	18.4
STAGE 7: SIMPLE STORY WRITER	15	39.5
TOTAL NUMBER	38	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: ANDERSON PK ELEMENTARY SCHOOL

			ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	0	0	3	8	8	22	8	22	17	47	36
POSTTEST LEVEL 2	21	58	9	25	3	8	2	6	1	3	36
DIFFERENCE LEVEL 2	21	58	6	17	-5	-14	-6	-16	-16	-44	
PRETEST LEVEL 3	0	0	1	8	4	33	5	42	2	17	12
POSTTEST LEVEL 3	0	0	0	0	0	0	6	50	6	50	12
DIFFERENCE LEVEL 3	0	0	-1	-8	-4	-33	1	8	4	33	
PRETEST LEVEL 4	6	15	17	41	10	24	2	5	6	15	41
POSTTEST LEVEL 4	17	41	13	32	4	10	3	7	4	10	41
DIFFERENCE LEVEL 4	11	26	-4	-9	-6	-14	1	2	-2	-5	
PRETEST LEVEL 5	0	0	4	10	5	13	10	26	20	51	39
POSTTEST LEVEL 5	22	56	6	15	4	10	3	8	4	10	39
DIFFERENCE LEVEL 5	22	56	2	5	-1	-3	-7	-18	-16	-41	
	6	5	25	20	27	21	25	20	45	35	128
	60	47	28	22	11	9	14	11	15	12	128
	54	42	3	2	-16	-12	-11	-9	-30	-23	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: ANDERSON PK ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	8	21	11	29	7	18	4	11	8	21	38
POSTTEST	LEVEL	4	14	37	14	37	4	11	1	3	5	13	38
DIFFERENCE	LEVEL	4	6	16	3	8	-3	-7	-3	-8	-3	-8	
PRETEST	LEVEL	5	0	0	0	0	4	10	10	25	26	65	40
POSTTEST	LEVEL	5	23	58	7	18	1	3	4	10	5	13	40
DIFFERENCE	LEVEL	5	23	58	7	18	-3	-7	-6	-15	-21	-52	
			8	10	11	14	11	14	14	18	34	44	78
			37	47	21	27	5	6	5	6	10	13	78
			29	37	10	13	-6	-8	-9	-12	-24	-31	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA
CURRICULUM
BASED
ASSESSMENT

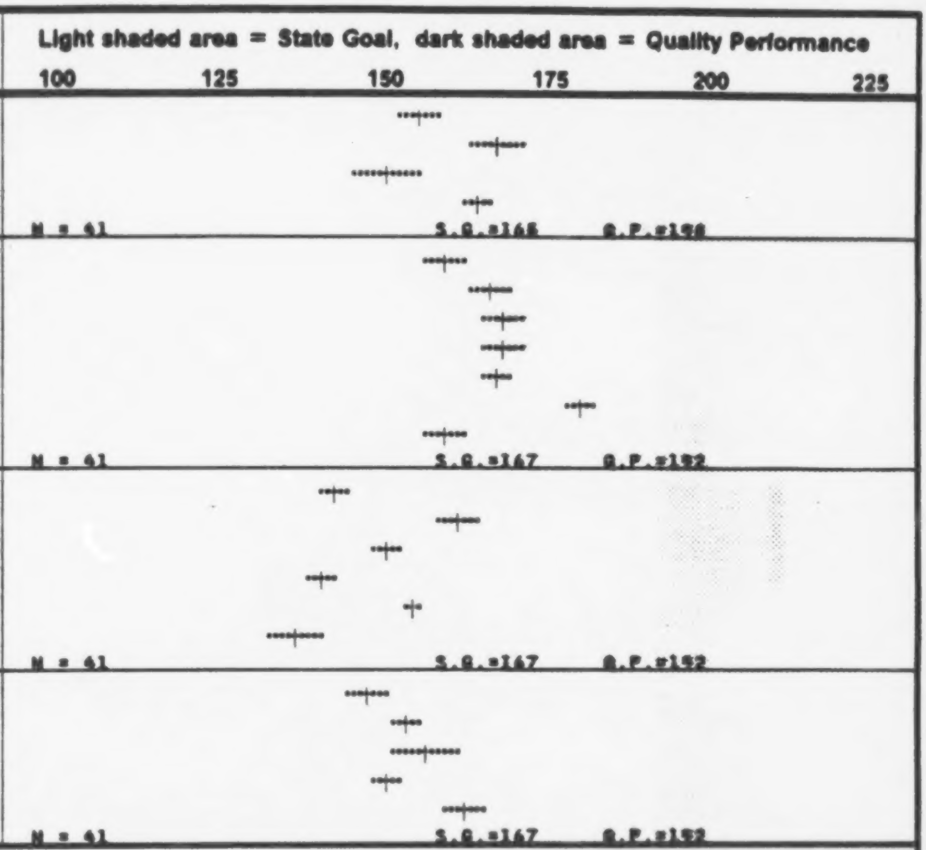
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: ANDERSCN PARK ELEM
School Code: 3050

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	155 ±3
Literal Comp	167 ±4
Infer & Crit Comp	150 ±5
Reference & Study	164 ±2
MATHEMATICS	159 ±3
Numbers & Num Rel	166 ±3
Operations & Comp	168 ±3
Geometry	168 ±3
Measurement	167 ±2
Prob & Stat	180 ±2
PROBLEM SOLVING	159 ±3
SCIENCE	142 ±2
Life Science	161 ±3
Earth Science	150 ±2
Physical Science	140 ±2
Process Skills	154 ±1
Env/Sci/Tech/Soc	136 ±4
SOCIAL STUDIES	147 ±3
Communities	153 ±2
Citizenship	156 ±5
American Heritage	150 ±2
Skills	162 ±3



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)

CC3CA

GEORGIA CURRICULUM BASED ASSESSMENT

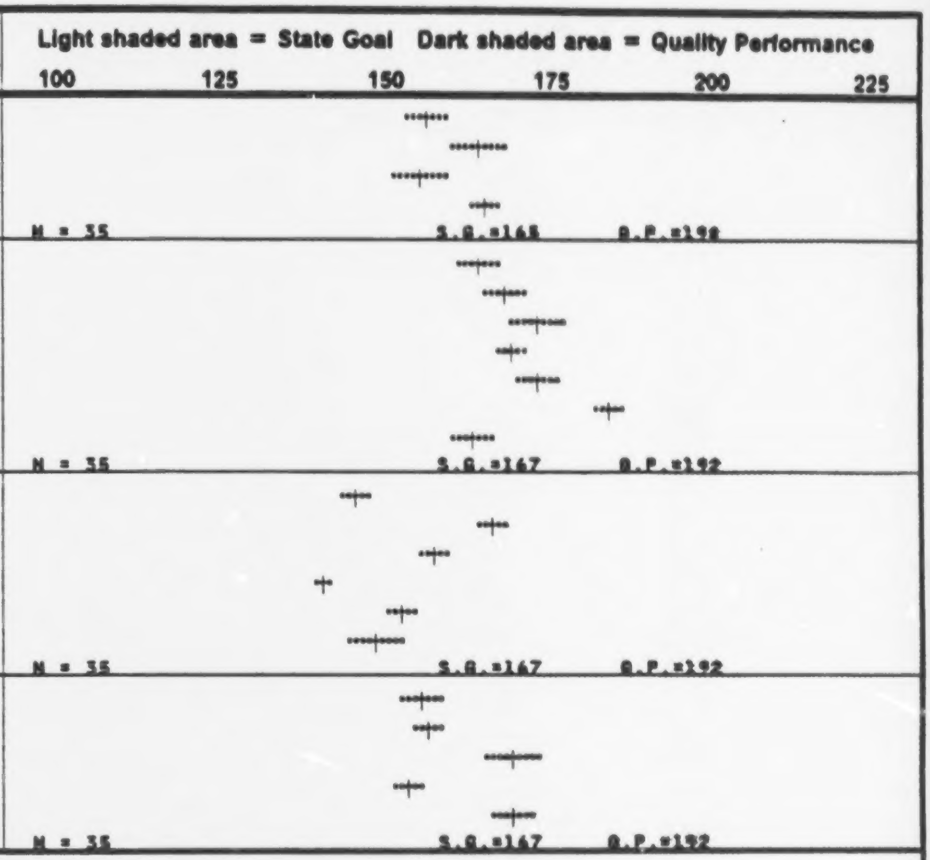
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: ANDERSON PARK ELEM
School Code: 3050

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	156 ±3
Literal Comp	164 ±4
Infer & Crit Comp	155 ±4
Reference & Study	165 ±2
MATHEMATICS	164 ±3
Numbers & Num Rel	168 ±3
Operations & Comp	173 ±4
Geometry	169 ±2
Measurement	173 ±3
Prob & Stat	184 ±2
PROBLEM SOLVING	163 ±3
SCIENCE *	145 ±2
Life Science	166 ±2
Earth Science	157 ±2
Physical Science	140 ±1
Process Skills	152 ±2
Env/Sci/Tech/Soc	148 ±4
SOCIAL STUDIES	155 ±3
Communities	156 ±2
Citizenship	169 ±4
American Heritage	153 ±2
Skills	169 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

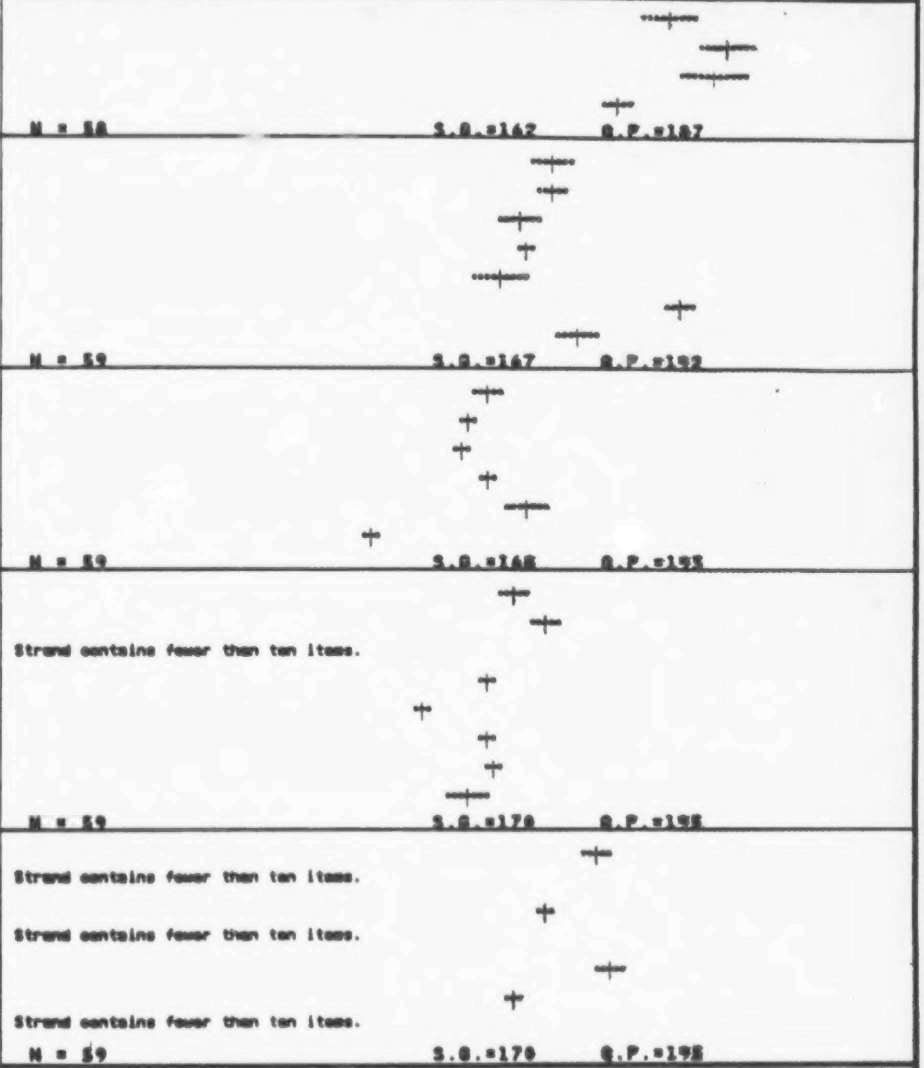
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: ANDERSON PARK ELEM
School Code: 3050

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	194 ±4	
Literal Comp	203 ±4	
Infer & Crit Comp	201 ±5	
Reference & Study	186 ±2	
		N = 58 S.G.=162 Q.P.=187
MATHEMATICS	176 ±3	
Numbers & Num Rel	176 ±2	
Operations & Comp	171 ±3	
Geometry	172 ±1	
Measurement	168 ±4	
Prob & Stat	196 ±2	
PROBLEM SOLVING	180 ±3	
		N = 59 S.G.=167 Q.P.=192
SCIENCE	166 ±2	
Life Science	163 ±1	
Earth Science	162 ±1	
Physical Science	166 ±1	
Process Skills	172 ±3	
Env/Sci/Tech/Soc	148 ±1	
		N = 59 S.G.=168 Q.P.=193
SOCIAL STUDIES	170 ±2	
Geog Regions	175 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	166 ±1	
U.S. 1791-1875	156 ±1	
U.S. 1875-1932	166 ±1	
U.S. 1932-present	167 ±1	
Skills	163 ±3	
		N = 59 S.G.=170 Q.P.=195
HEALTH	183 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	175 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	185 ±2	
Growth, Dev & Fam	170 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 59 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

85

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

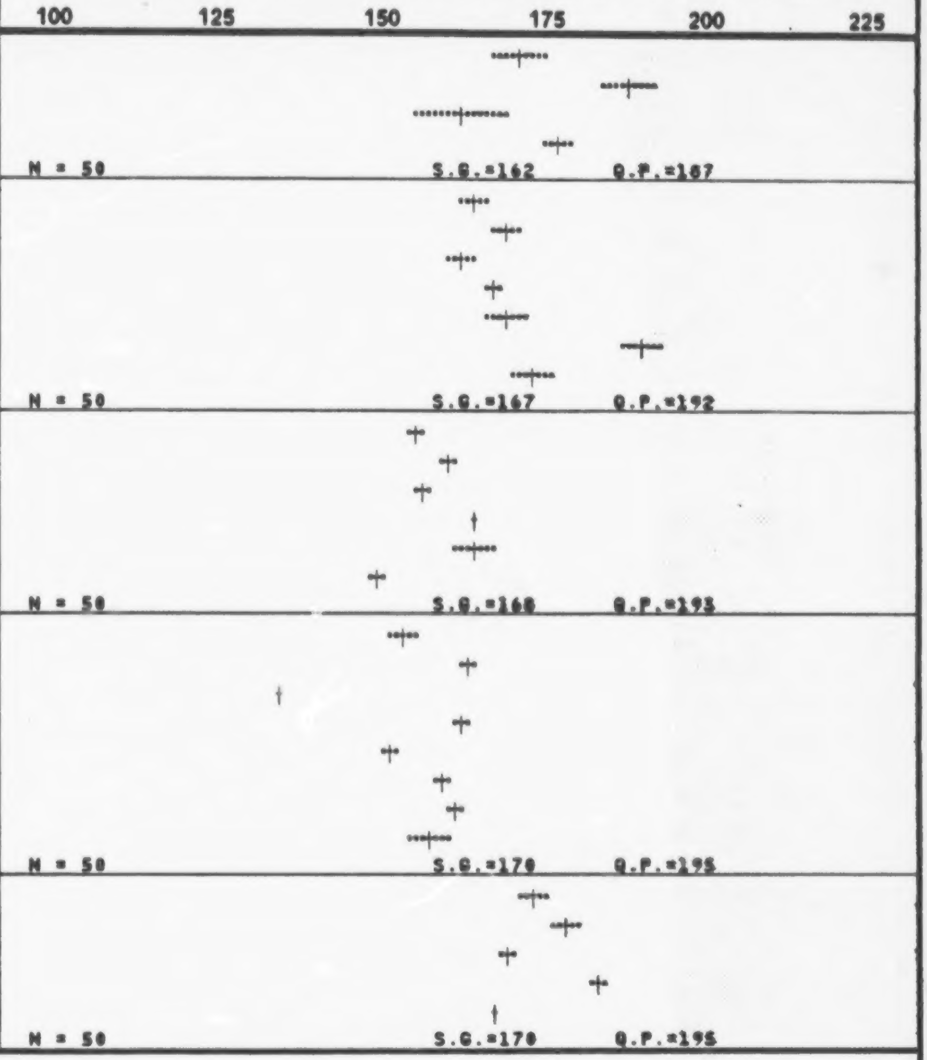
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: ANDERSON PARK ELEM
School Code: 3050

Date Printed: 18AUG93

Light shaded area = State Goal Dark shaded area = Quality Performance



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	171 ±4	
Literal Comp	188 ±4	
Infer & Crit Comp	162 ±7	
Reference & Study	177 ±2	
		N = 50 S.G.=162 Q.P.=187
MATHEMATICS	164 ±2	
Numbers & Num Rel	169 ±2	
Operations & Comp	162 ±2	
Geometry	167 ±1	
Measurement	169 ±3	
Prob & Stat	190 ±3	
PROBLEM SOLVING	173 ±3	
		N = 50 S.G.=167 Q.P.=192
SCIENCE	155 ±1	
Life Science	160 ±1	
Earth Science	156 ±1	
Physical Science	164 ±0	
Process Skills	164 ±3	
Env/Sci/Tech/Soc	149 ±1	
		N = 50 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±2	
Geog Regions	163 ±1	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	162 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	161 ±1	
Skills	157 ±3	
		N = 50 S.G.=170 Q.P.=195
HEALTH	173 ±2	
Sfty/Prs/Mntl Hlth	178 ±2	
Nutrition	169 ±1	
Substance Abuse	183 ±1	
Growth, Dev & Fam	167 ±0	
		N = 50 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

86

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	46	96	84	75	59	
02	45	89	53	56	40	
03	34	74	79	85	53	
04	47	51	71	64	66	
05	50	84	69	89	70	
06		51				
07		47				
School Total	222	71	72	74	58	-16
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	44	93	86	80	61	
02	45	100	82	72	80	
03	34	79	63	85	65	
04	47	46	71	35	66	
05	50	87	63	74	78	
06		46				
07		45				
School Total	220	72	73	68	70	2
Elem. 1-5 Schools	23,687	67	60	59	56	-3

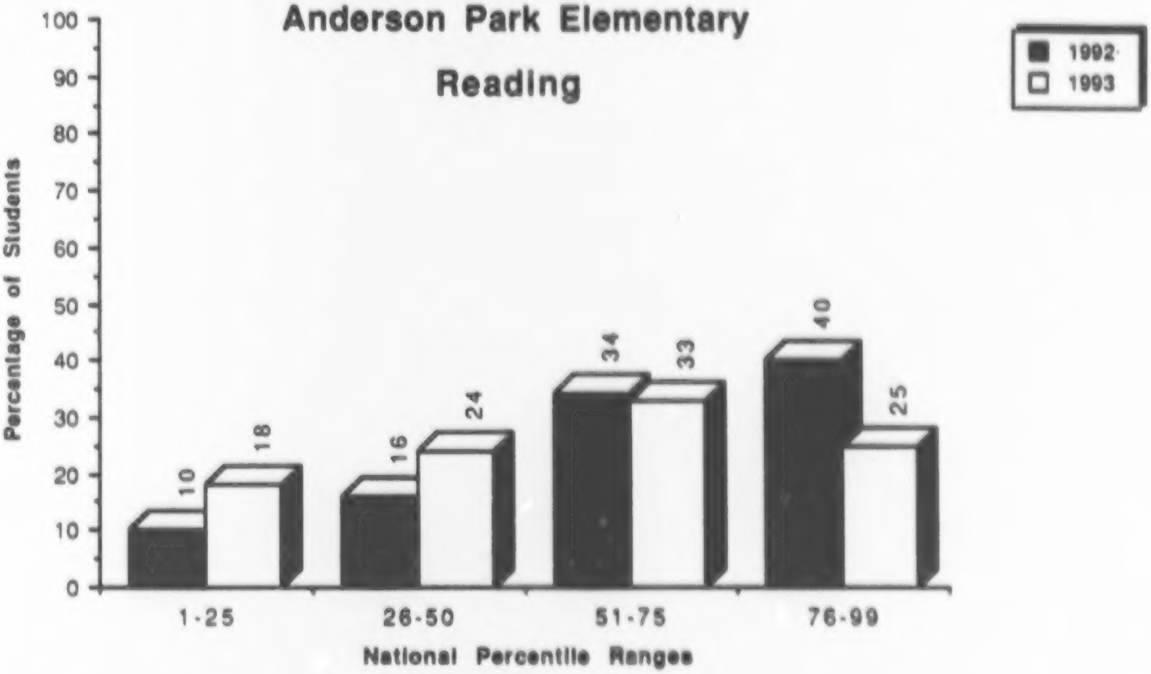
* Difference = 1993 - 1992

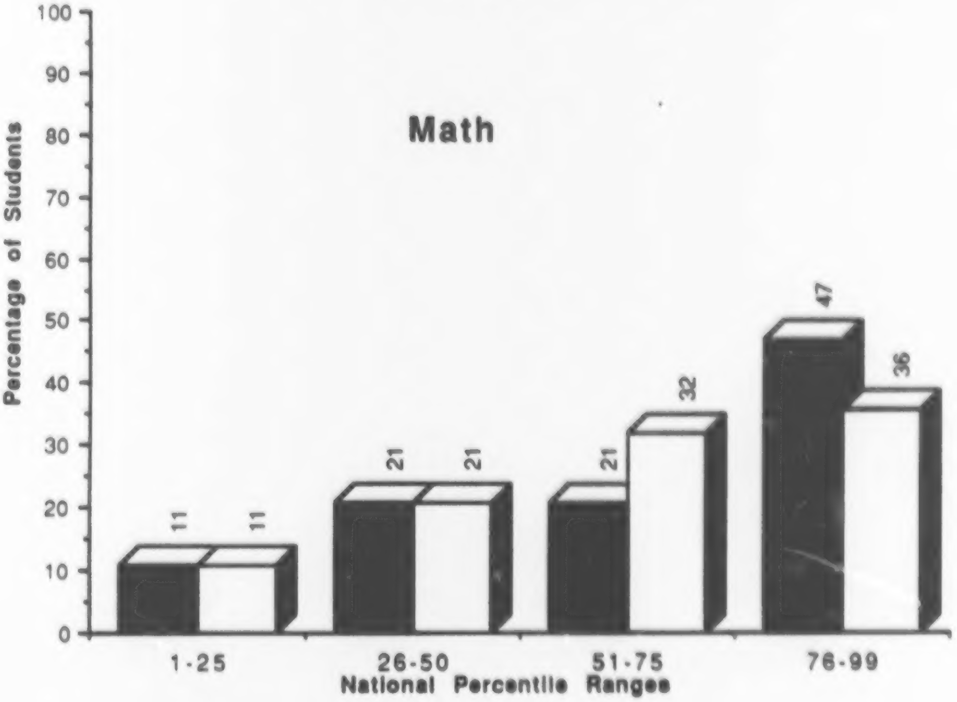
SCHOOL: 41014 ANDERSON PK ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	36	23	64	35	22	63
02	40	16	40	40	32	80
03	27	14	52	27	17	63
04	40	27	68	40	26	65
05	42	30	71	42	33	79
SCHOOL TOTAL	185	110	59	184	130	71
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	11	35	26	-9	10	35	50	15
03 SWP	15	27	49	22	9	32	55	23
04 SWP	13	41	52	11	11	40	51	11
05 SWP	15	41	54	13	28	39	62	23

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 ANDERSON PK ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	10	35	27	-8	7	32	50	18
03	8	23	49	26	8	36	56	20
04	4	46	59	13	3	39	55	16
05	14	48	52	4	15	37	65	28

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

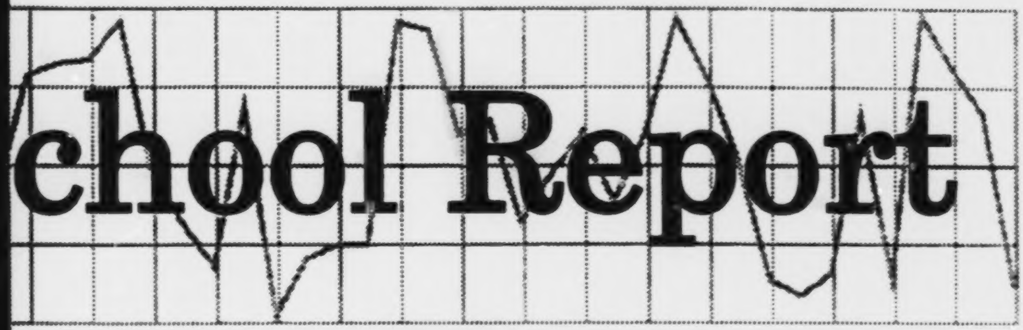
8/04/93 ANDERSON PARK ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	38	100					38
	System	5,184	95			294	5	5,478
01	School	43	98			1	2	44
	System	4,879	89	202	4	408	7	5,489
02	School	47	98			1	2	48
	System	4,527	91	257	5	185	4	4,969
03	School	37	100					37
	System	4,598	92	260	5	113	2	4,971
04	School	47	100					47
	System	4,608	94	227	5	82	2	4,917
05	School	49	98			1	2	50
	System	4,588	96	191	4	20		4,799
	School	261	99			3	1	264
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

ARCHER
HIGH SCHOOL

Research & Evaluation

Final

ARCHER HIGH SCHOOL
1992-93 FINAL SCHOOL REPORT
Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement: • Continuing decline in active enrollment, • High mobility rate, • Lower pupil-teacher ratio as compared with the system's ratio, • Lower percentage of out-of-school suspensions than occurred systemwide, • Operation of a Chapter I Schoolwide Project, • Slight increase in the pupil attendance rate, which nevertheless was substantially lower than the system's rate in 1992-93, • Continuing increase in the certified staff attendance rate, which was above the system's rate in 1992-93.

Critical Questions	Findings
II. Tests of Achievement and Proficiency (TAP) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The percentages of the school's students who scored at or above the national norm on the TAP in 1993 decreased substantially in both reading and mathematics. According to supplementary data (not shown), this was also true when grade 8 data in 1992 were excluded from the calculations. • The school's percentages of students who scored at or above the national norm on the TAP were substantially lower than the system's percentages in both reading and mathematics.
B. Students who attended the school for seven or more attendance periods?	• For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics differed slightly or not at all from the percentages obtained when all regular-program students were included in the calculations.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, the percentages of students in the lowest national percentile range (1 - 25) increased, and the percentages in the other ranges decreased.

Critical Questions	Findings
III. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• The school's students who would have been eligible for Chapter I in a traditional program (percentile rank less than 50) averaged greater NCE gains in reading in grade 9 and in mathematics in grade 10, less gain in grade 10 in reading, and the same loss in grade 9 in mathematics as compared to participants systemwide in schoolwide projects.
B. Remedial Education Program (REP)	• The school's participants in the REP reading project averaged greater losses in the related TAP scores than participants systemwide. • In mathematics the NCE losses of the school's REP participants were smaller for ninth graders and greater for tenth graders as compared to the system.
IV. Georgia Basic Skills Tests (GBST) How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	• The school's percentage of seniors who completed the GBST requirement prior to graduation increased in 1993, but has been lower than the system's percentage in each of the past three years.
V. Progression Status How did the school's progression status compare to that of the system?	• The school's percentages of students who were promoted to the next grade were less than the system's percentages in grades 9 and 10 and higher than the system's percentages in grades 11 and 12. All students in grade 12 graduated.

Critical Questions	**Findings**
VI. Scholastic Aptitude Tests (SAT) How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	• Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT in 1992.
VII. Advanced Placement (AP)	
A. How does the school's enrollment in each discipline compare to that of the system?	• The school's percentage of students enrolled in AP courses was higher than the system's percentage in social studies and lower than the system's percentage in language arts. No AP courses were offered at the school in either mathematics or science.
B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?	• In comparison to the system, the school had a smaller percentage of students enrolled in at least one AP course during 1992-93.
VIII. Postsecondary Pursuits How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	• Compared to the system, the school had a substantially lower percentage of graduates who enrolled in postsecondary institutions and a substantially higher percentage of graduates who were employed following graduation.

1992-93
HIGH SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

Progression Status Report

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at scheduled times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap
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8/12/93

108

08/06/93
ARCHER HIGH SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (9-12)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	600	512	485	-27	-5.3	-115	-19.2
ALL HIGH	14,106	13,505	12,630	-875	-6.5	-1,476	-10.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL HIGH	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	444	92	11539	91
LESS THAN SEVEN ATTENDANCE PERIODS	41	8	1112	9
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	135	28	2728	22
NUMBER/PERCENT OF PUPILS NEW TO APS	37	8	1499	12
MOBILITY INDEX	.33		.31	
3. PUPIL-TEACHER RATIO	18.5		20.3	
4. OUT-OF-SCHOOL SUSPENSIONS	27	6	1025	8
5. PUPILS IN PROJECTS:				
CHAPTER I READING	485	100	1770	14
CHAPTER I MATH	485	100	1581	13
REP READING	82	17	1171	9
REP MATH	177	36	1106	9
MAGNET ENROLLEES	153	32	3272	26
SECME	38	8	1477	12
BILINGUAL	1	0	302	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL HIGH	
	NUMBER	PERCENT	NUMBER	PERCENT
6. PERCENT PUPIL ATTENDANCE:				
1990-91		76.9		86.0
1991-92		73.6		85.7
1992-93		74.2		84.5
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.7		97.4
1991-92		96.9		97.5
1992-93		97.8		97.2
8. HIGH SCHOOL DROPOUTS 1991-92		17		15

10/06/93 ARCHER HIGH SCHOOL

Iowa Tests Of Basic Skills
And/Or
Tests Of Achievement And Proficiency
(Regular Program Students Tested)

Reading

Grade		Number Tested	Percent At/Above National Norm(NP=50)				
		1993	1990	1991	1992	1993	*Diff
08			24	25	24		
09		104	26	30	27	17	
10		87	32	31	17	13	
	School Total	191	27	28	23	15	-8
	All High	6,097	43	39	36	37	+1

Mathematics

Grade		Number Tested	Percent At/Above National Norm(NP=50)				
		1993	1990	1991	1992	1993	*Diff
08			21	17	16		
09		105	22	23	10	8	
10		87	37	35	22	9	
	School Total	192	25	25	15	8	-7
	All High	6,143	42	39	35	34	-1

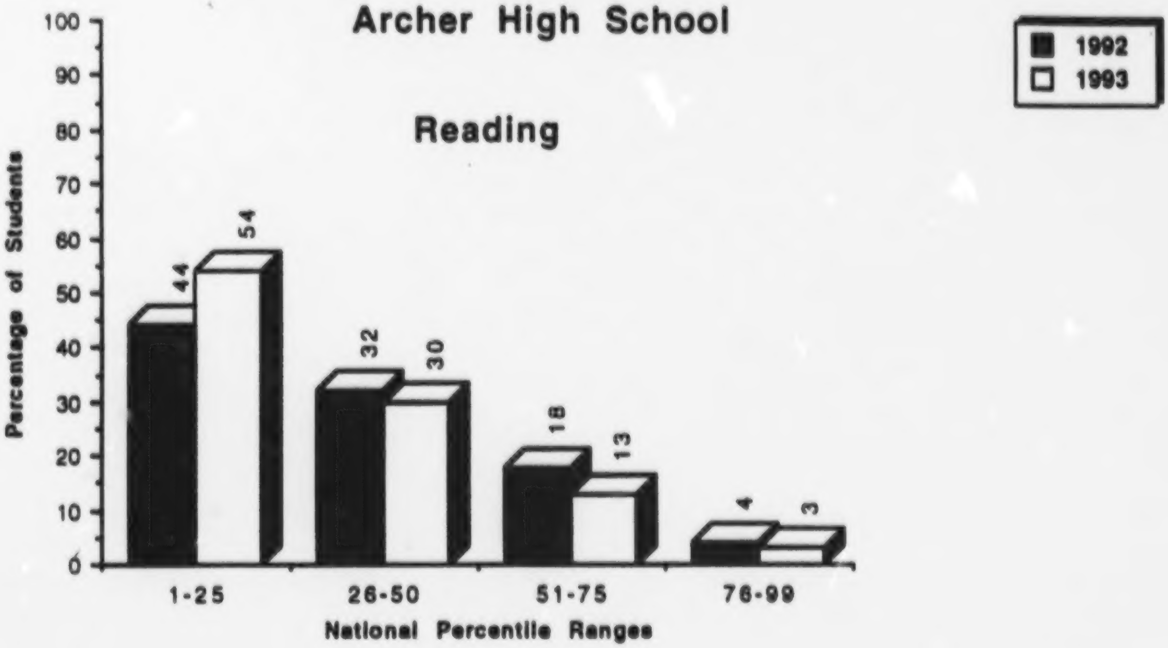
* Difference = 1993 - 1992

SCHOOL: 23021 ARCHER HIGH SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

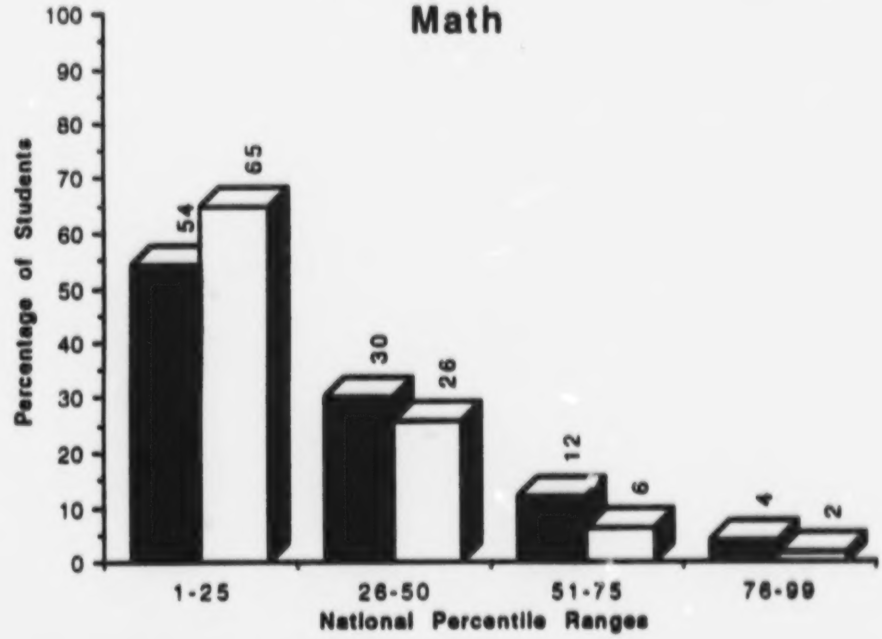
	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
09	93	16	17	94	8	9
10	82	11	13	82	8	10
SCHOOL TOTAL	175	27	15	176	16	9
ALL HIGH SCHOOLS	5,606	2,124	38	5,645	1,989	35

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Archer High School

Reading



Math

Department of Research and Evaluation
A. Pruett/August 12, 1993

Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 SWP	45	20	28	8	47	22	21	-1
10 SWP	27	20	22	2	46	22	26	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 Non SWP	513	22	29	7	335	24	25	1
09 SWP	127	22	26	4	123	22	21	-1
10 SWP	74	22	28	6	101	22	25	3

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 ARCHER HIGH SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
09	10	42	28	-14	48	25	22	-3
10	12	34	31	-3	40	27	23	-4

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
09	439	39	37	-2	368	37	33	-4
10	175	32	32		174	27	29	2

* Scores for students in the Program for Exceptional Children are excluded

Archer High School
July 1993

GEORGIA BASIC SKILLS TESTS (GBST)
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR
FOR CLASSES OF 1991 THROUGH 1993

	Students With GBST Record				Students Without GBST Record		Total
	Completed Requirement		Not Yet Completed Requirement				
Year	N	%	N	%	N	%	N
School							
1991	94	85	14	13	3	3	111
1992	56	86	6	9	3	5	65
1993	94	90	10	10	1	1	105
System							
1991	2,865	94	176	6	19	1	3,060
1992	2,581	95	116	4	14	1	2,711
1993	2,671	94	148	5	15	1	2,834

Data Base: All seniors (including handicapped) as of June each year

Note: All percentages were rounded to the nearest whole number.

8/23/93 ARCHER HIGH SCHOOL

1992-93 Progression Status Report

Grades 9 - 12

Grade		Promoted N	Promoted Percent	Not Promoted N	Not Promoted Percent	Total N
09	School	77	52	72	48	149
	System	2,878	69	1,323	31	4,201
10	School	91	78	26	22	117
	System	2,474	83	506	17	2,980
11	School	85	89	11	11	96
	System	2,260	88	318	12	2,578
12	School	105	100			105
	System	2,561	96	101	4	2,662
	School	358	77	109	23	467
	System	10,173	82	2,248	18	12,421

SCHOLASTIC APTITUDE TESTS (SAT)
PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

ARCHER HIGH SCHOOL

Number and Percentage of Graduating Seniors Taking the SAT

	1991		1992	
	No.	Percent	No.	Percent
School	42	48	28	39
System	1643	53	1556	58

SAT Mean Scores

	SAT Verbal		SAT Mathematics		SAT Total	
	1991	1992	1991	1992	1991	1992
School	293	285	343	331	636	616
System	350	346	393	395	743	741
State	400	398	444	444	844	842
Nation	422	423	474	476	896	899

MGB:cd
June 24, 1993

8/10/93
ARCHER HIGH SCHOOL

ENROLLMENT IN SELECTED ADVANCED PLACEMENT (AP) COURSES

FIRST AND SECOND SEMESTERS, FY '93

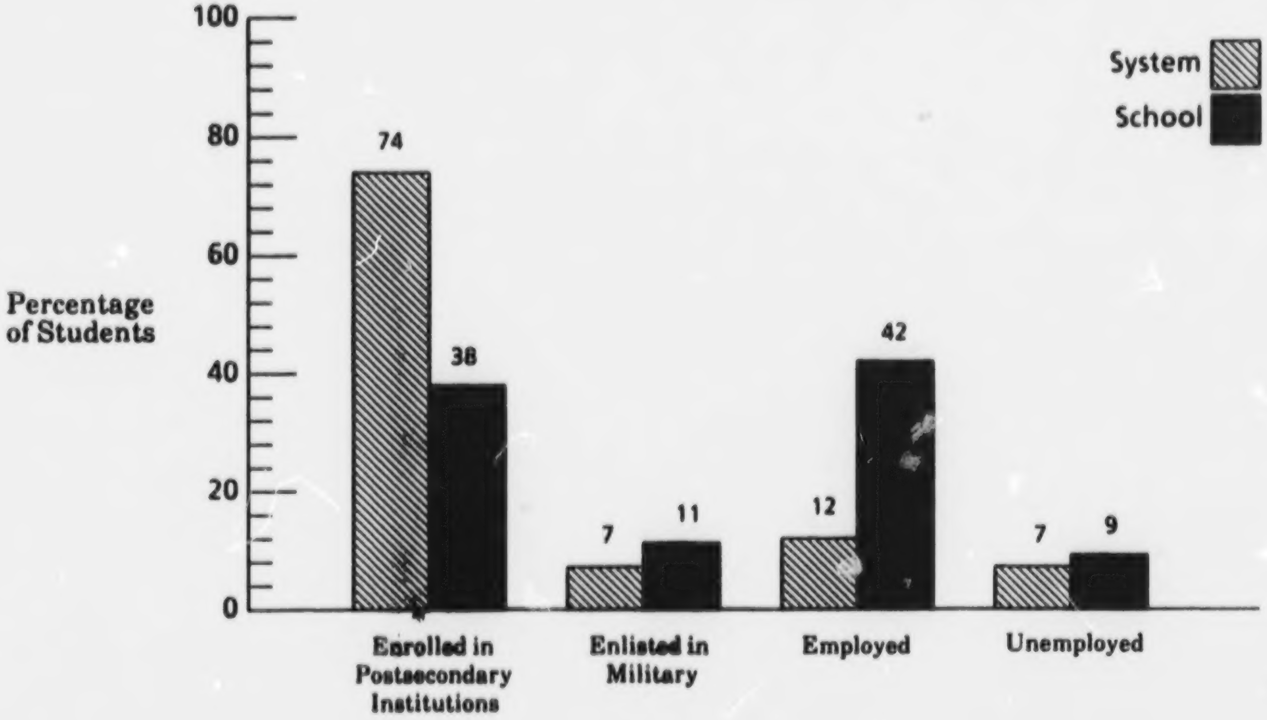
DISCIPLINE/COURSE	SCHOOL				SYSTEM			
	NUMBER STUDENTS ENROLLED				NUMBER STUDENTS ENROLLED			
LANGUAGE ARTS	AP	NON-AP	TOTAL	% AP	AP	NON-AP	TOTAL	% AP
ENGLISH I-II (AMERICAN LITERATURE I AND II)	19	49	68	28	579	2,744	3,323	17
ENGLISH III-IV (LANGUAGE AND LITERATURE SURVEY I AND II)	10	175	185	5	706	2,393	3,099	23
TOTAL	29	224	253	11	1,285	5,137	6,422	20
MATHEMATICS								
CALCULUS		30	30		317	242	559	57
TOTAL		30	30		317	242	559	57
SCIENCE								
BIOLOGY		264	264		225	6,632	6,857	3
PHYSICS		38	38		50	1,246	1,296	4
CHEMISTRY		55	55		95	3,023	3,118	3
TOTAL		357	357		370	10,901	11,271	3
SOCIAL STUDIES								
DEVELOPMENT OF U.S. DEMOCRACY/ MODERN U.S.	28	222	250	11	415	5,470	5,885	7
TOTAL	28	222	250	11	415	5,470	5,885	7
TOTAL ALL COURSES	57	833	890	6	2,387	21,750	24,137	10

	N	% OF SCHOOL ENROLLMENT	N	% OF SYSTEM ENROLLMENT
STUDENTS ENROLLED IN AT LEAST ONE AP COURSE	25	5	885	7

Archer High School

Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)



Class of 1992 Database

	Number Graduating	Number Responding	Percent Responding
School	70	65	93
System	2,279	2,174	95

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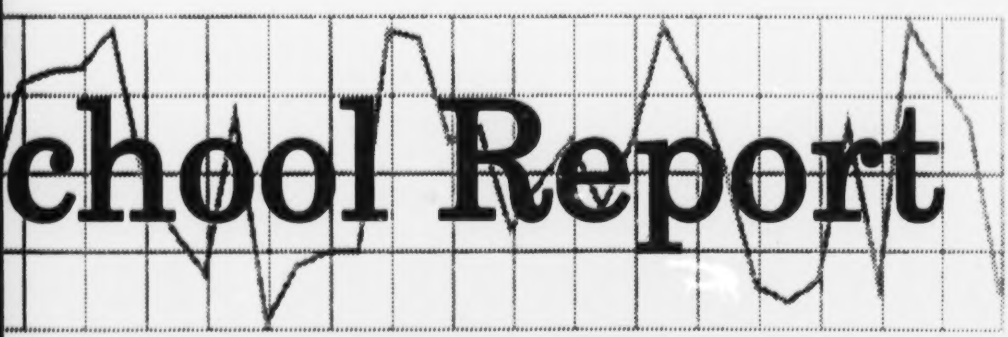
Department of Research and Evaluation
7/15/93

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

BEECHER HILLS
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

BEECHER HILLS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• The 1992-93 enrollment of 345 students represents a 2.5 percent decline over the previous school year (354 students). The school's enrollment reflects stability comparable to systemwide K - 5 APS elementary schools. • Thirty-five percent or 122 students were new to the school. All but 38 students were on active roll for seven or more attendance periods. Moreover, student attendance remained stable and continued to exceed systemwide attendance averages. Certified staff attendance was comparable to system averages. There were no out-of-school suspensions during the school year. • Pupils were enrolled in instructional support projects in Chapter I reading and mathematics; Remedial Education Program -- reading and mathematics. There was also an after-school program in which 23 percent or 81 students participated. • Pupils entered kindergarten classes (79 percent) with prior community-based preschool care experience. Eleven or 18 percent of the kindergarten pupils, however, entered with no preschool to 6 months preschool care.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• A larger percentage of Beecher Hills' pupils received "yes" ratings on the observed and structurally assessed GKAP activities than system and state kindergarteners. Less than 95 percent, however, were rated "yes" on the structured indicators -- communicates orally, demonstrates emergent literacy, and sorts sets of objectives.
B. What was the ending performance of kindergarten students in writing?	• Teachers rated students' writing proficiency according to nine APS criteria regarding specific stages of writing development. Ninety seven percent of the students were capable of writing at Stage 5 -- new word writer and above at the end of the year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• During the school year, pretests and posttests whole language periodic reading surveys in fiction were administered to students in grades 2 - 5; and nonfiction surveys were administered to fourth and fifth graders. • At each grade level, posttests results showed that increased percentages of students earned scores of "excellent" and "upper adequate." The posttest results of fourth graders on the nonfiction tests showed a decline of 13 percent in the "excellent" category.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The third graders' scores met or exceeded state goal in the content areas of Language Arts: Reading, Mathematics and Social Studies over the two school years. The state goal level was also met in each corresponding strand. The school's scores, however, did not indicate quality performance in any content area during the 1991-92 and 1992-93 school years. The strand "probability statistics" did meet quality performance level both years.
B. Grade 5	• At the fifth grade level, the school's scores met state goal in the areas of Language Arts: Reading, Mathematics and Health over the two years. In addition, the school's scores indicated quality performance in Language Arts: Reading and the corresponding strands and the mathematics strand - "probability statistics" for the two consecutive school years.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Regular students' ITBS overall results were a minus one percentage point below that of the preceding school year. This decline was 2 percent less than system results. Negative changes occurred in reading at the third, fourth and fifth grades and at each grade level in mathematics. An exception occurred at the second grade, where an increase of 21 percent of the students achieved N.P. status in 1993 compared to the previous school year.
B. Students who attended the school for seven or more attendance periods?	• The N.P. status for only pupils who attended seven or more attendance periods was better than that of "regular students" in reading and mathematics. The category "regular students" included both students who were on roll seven periods and those who were on roll less than seven periods.
C. The percentage of students scoring within each quadrant?	• There were minus shifts in the percentages of students scoring within each quadrant in reading. In mathematics, however, there were mostly negative decreases in the percent of students scoring in the third quadrant. The percentages shifted to the bottom lower quadrant. There was, however, a minor increase in the 76-99 quadrant.

Critical Questions	**Findings**
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Beecher Hills staff conducted a non-schoolwide Chapter I Project. Overall, the school's pupils made larger NCE gains than systemwide pupils in reading and mathematics. Exceptions to this trend took place at the second grade level in reading and third grade in mathematics.
B. Remedial Education Program (REP)	• REP participants' NCE gains in reading were generally larger than system enrollees. The mathematics scores, on the other hand, show declines at each grade except the third grade level.
VI. Progression Status How did the school's progression status compare to that of the system?	• School and system promotional trends were comparable. The school's test results and other factors which may have influenced students' performance were also similar to schoolwide findings and trends.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BEECHER HILLS ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	370	354	345	-9	-2.5	-25	-6.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	307	89	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	38	11	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	87	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	35	10	3873	12
MOBILITY INDEX	.29		.38	
3. PUPIL-TEACHER RATIO	21.6		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	73	21	15734	50
CHAPTER I MATH	37	11	14903	47
REP READING	56	16	4384	14
REP MATH	14	4	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	81	23	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	2	291	5
K-GARTEN - HEAD START	1	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	48	79	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	11	18	2391	45
FIRST GRADE - APS K-GARTEN	52	95	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	5	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.7		94.4
1991-92		95.7		94.1
1992-93		95.7		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		95.0		97.4
1992-93		96.6		97.4

Beecher Hills Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	95	93	93
III. Physical	98	97	96
IV. Personal	94	94	92
V. Social	98	94	93
Total Number Reported	64	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	97	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	94	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	94	90	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	97	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BEECHER HILLS ELEMENTARY 41042

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	2	3.1
STAGE 5: NEW WORD WRITER	9	14.1
STAGE 6: PHRASE/SENTENCE WRITER	34	53.1
STAGE 7: SIMPLE STORY WRITER	17	26.6
STAGE 8: INTERMEDIATE STORY WRITER	2	3.1
TOTAL NUMBER	64	100.0

*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1	***Pictographic Writer*** Child writing is drawing; does not use alphabet letters.
Stage 2	***Scribble Writer*** Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
Stage 3	***Invented Word Writer*** Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
Stage 4	***Copier*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 5	***New Word Writer*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 6	***Phrase/Sentence Writer*** Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
Stage 7	***Simple Story Writer*** Child's story consists of short related sentences.
Stage 8	***Intermediate Story Writer*** Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
Stage 9	***Advanced Story Writer*** Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BEECHER HILLS ELEMENTARY

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	0	0	18	47	10	26	7	18	3	8	38
POSTTEST LEVEL 2	11	29	12	32	13	34	2	5	0	0	38
DIFFERENCE LEVEL 2	11	29	-6	-15	3	8	-5	-13	-3	-8	
PRETEST LEVEL 3	0	0	4	24	5	29	4	24	4	24	17
POSTTEST LEVEL 3	1	6	4	24	5	29	2	12	5	29	17
DIFFERENCE LEVEL 3	1	6	0	0	0	0	-2	-12	1	5	
PRETEST LEVEL 4	4	8	11	21	14	26	9	17	15	28	53
POSTTEST LEVEL 4	17	32	14	26	17	32	4	8	1	2	53
DIFFERENCE LEVEL 4	13	24	3	5	3	6	-5	-9	-14	-26	
PRETEST LEVEL 5	1	2	13	28	17	37	6	13	9	20	46
POSTTEST LEVEL 5	5	11	15	33	16	35	6	13	4	9	46
DIFFERENCE LEVEL 5	4	9	2	5	-1	-2	0	0	-5	-11	
	5	3	46	30	46	30	26	17	31	20	154
	34	22	45	29	51	33	14	9	10	6	154
	29	19	-1	-1	5	3	-12	-8	-21	-14	

---

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BEECHER HILLS ELEMENTARY

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	7	30	3	13	6	26	3	13	4	17	23
POSTTEST LEVEL 4	4	17	11	48	7	30	1	4	0	0	23
DIFFERENCE LEVEL 4	-3	-13	8	35	1	4	-2	-9	-4	-17	
PRETEST LEVEL 5	1	2	7	16	13	30	12	27	11	25	44
POSTTEST LEVEL 5	7	16	15	34	11	25	8	18	3	7	44
DIFFERENCE LEVEL 5	6	14	8	18	-2	-5	-4	-9	-8	-18	
	8	12	10	15	19	28	15	22	15	22	67
	11	16	26	39	18	27	9	13	3	4	67
	3	4	16	24	-1	-1	-6	-9	-12	-18	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

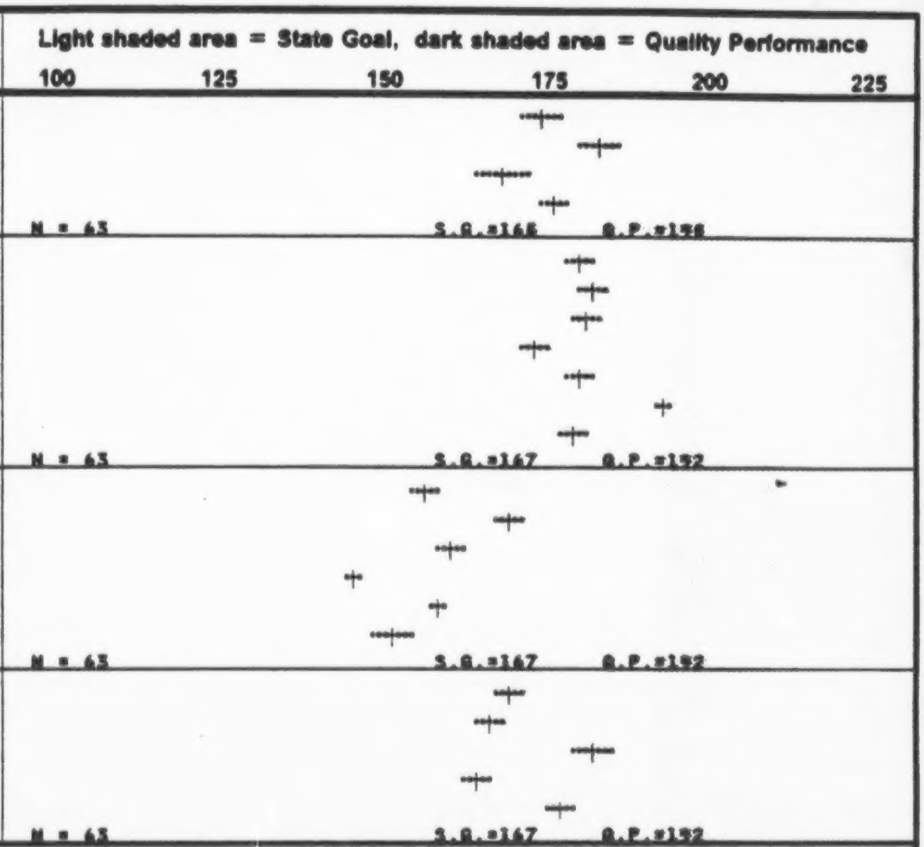
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BEECHER HILLS ELEM
School Code: 3051

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	174 ±3
Literal Comp	183 ±3
Infer & Crit Comp	168 ±4
Reference & Study	176 ±2
MATHEMATICS	180 ±2
Numbers & Num Rel	182 ±2
Operations & Comp	181 ±2
Geometry	173 ±2
Measurement	180 ±2
Prob & Stat	193 ±1
PROBLEM SOLVING	179 ±2
SCIENCE	156 ±2
Life Science	169 ±2
Earth Science	160 ±2
Physical Science	145 ±1
Process Skills	158 ±1
Env/Sci/Tech/Soc	151 ±3
SOCIAL STUDIES	169 ±2
Communities	166 ±2
Citizenship	182 ±3
American Heritage	164 ±2
Skills	177 ±2


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

162

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

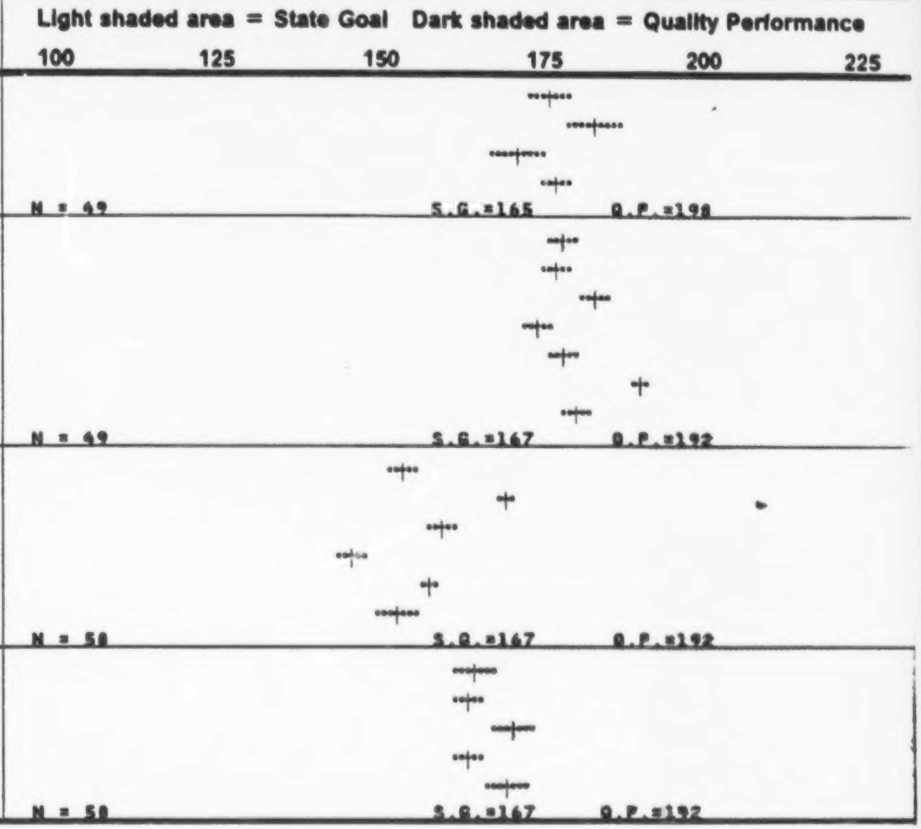
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BEECHER HILLS ELEM
School Code: 3051

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	176 ±3
Literal Comp	183 ±4
Infer & Crit Comp	171 ±4
Reference & Study	177 ±2
MATHEMATICS	178 ±2
Numbers & Num Rel	177 ±2
Operations & Comp	183 ±2
Geometry	174 ±2
Measurement	178 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	180 ±2
SCIENCE *	153 ±2
Life Science	169 ±1
Earth Science	159 ±2
Physical Science	145 ±2
Process Skills	157 ±1
Env/Sci/Tech/Soc	152 ±3
SOCIAL STUDIES	164 ±3
Communities	163 ±2
Citizenship	170 ±3
American Heritage	163 ±2
Skills	169 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

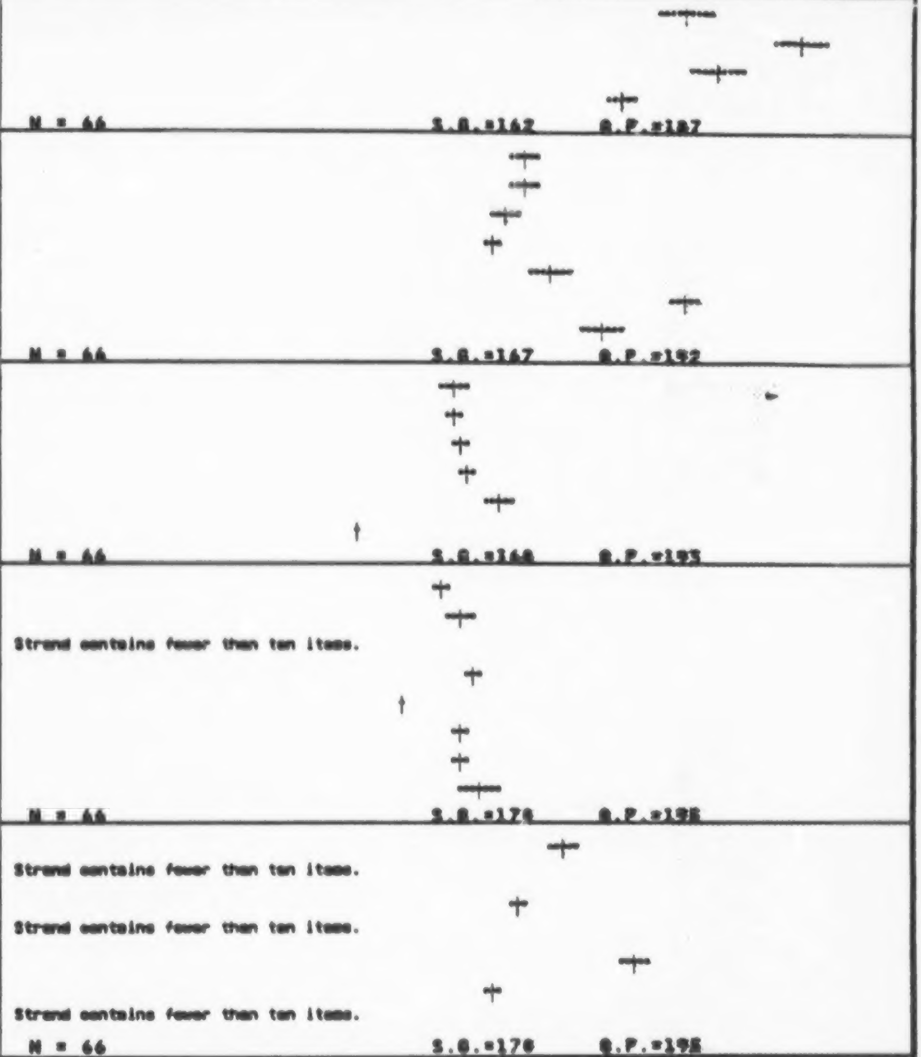
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BEECHER HILLS ELEM
School Code: 3051

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	197 ±4	
Literal Comp	215 ±4	
Infer & Crit Comp	202 ±4	
Reference & Study	187 ±2	
		N = 66 S.G.=162 Q.P.=187
MATHEMATICS	172 ±2	
Numbers & Num Rel	172 ±2	
Operations & Comp	169 ±2	
Geometry	167 ±1	
Measurement	176 ±3	
Prob & Stat	197 ±2	
PROBLEM SOLVING	184 ±3	
		N = 66 S.G.=167 Q.P.=192
SCIENCE	161 ±2	
Life Science	161 ±1	
Earth Science	162 ±1	
Physical Science	163 ±1	
Process Skills	168 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 66 S.G.=168 Q.P.=193
SOCIAL STUDIES	159 ±1	
Geog Regions	162 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	164 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	162 ±1	
U.S. 1932-present	162 ±1	
Skills	165 ±3	
		N = 66 S.G.=170 Q.P.=195
HEALTH	178 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	189 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 66 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

164

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

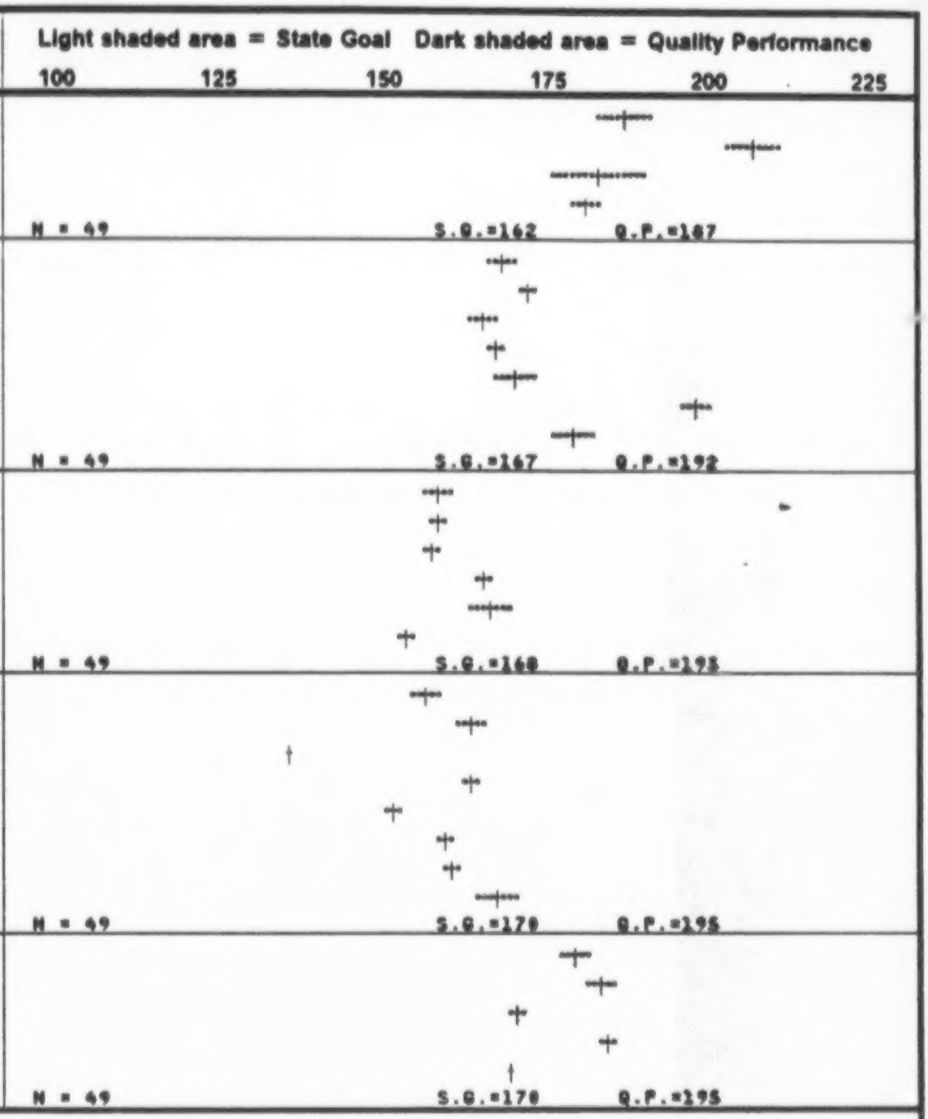
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BEECHER HILLS ELEM
School Code: 3051

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	187 ±4
Literal Comp	207 ±4
Infer & Crit Comp	183 ±7
Reference & Study	181 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	172 ±1
Operations & Comp	165 ±2
Geometry	167 ±1
Measurement	170 ±3
Prob & Stat	198 ±2
PROBLEM SOLVING	179 ±3
SCIENCE	158 ±2
Life Science	158 ±1
Earth Science	157 ±1
Physical Science	165 ±1
Process Skills	166 ±3
Env/Sci/Tech/Soc	153 ±1
SOCIAL STUDIES	156 ±2
Geog Regions	163 ±2
Canada Hist/Geog	135 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	160 ±1
Skills	167 ±3
HEALTH	179 ±2
Sfty/Prs/Mntl Hlth	183 ±2
Nutrition	170 ±1
Substance Abuse	184 ±1
Growth, Dev & Fam	169 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

165

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 BEECHER HILLS ELEMENTARY

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	57	48	54	46	58	
02	48	67	62	45	52	
03	49	61	45	47	41	
04	62	72	69	67	61	
05	50	44	64	73	58	
School Total	266	58	59	56	55	-1
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	58	85	62	77	71	
02	48	87	92	64	85	
03	48	69	42	56	54	
04	62	68	73	56	52	
05	50	85	66	63	52	
School Total	266	79	68	63	62	-1
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

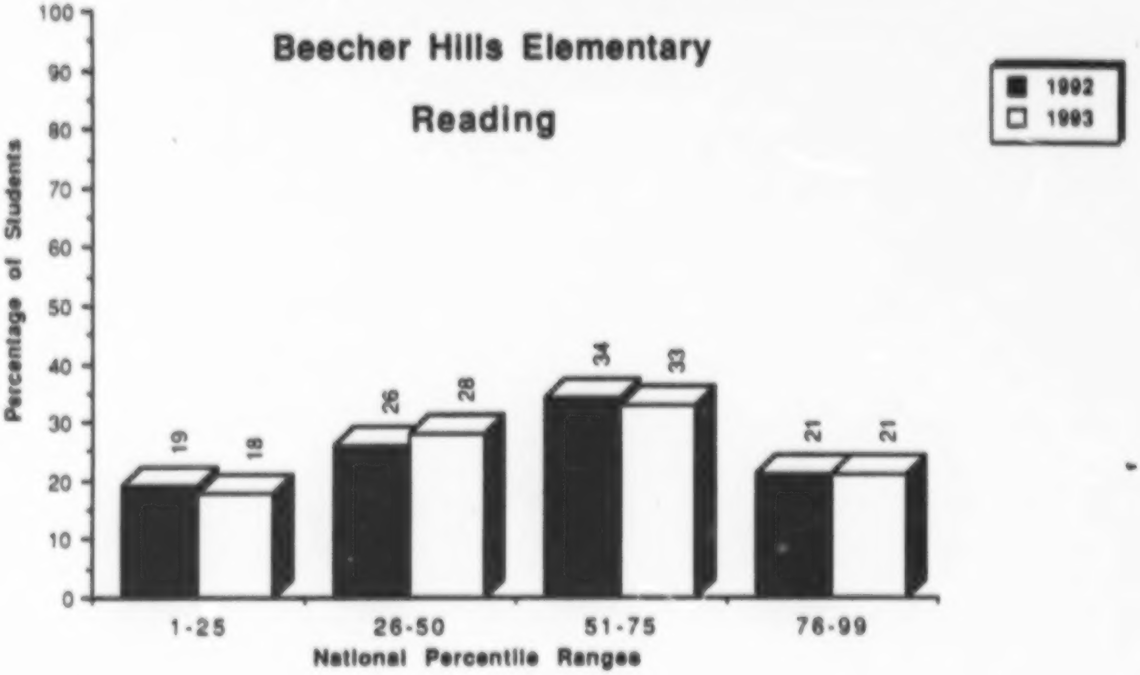
10/06/93

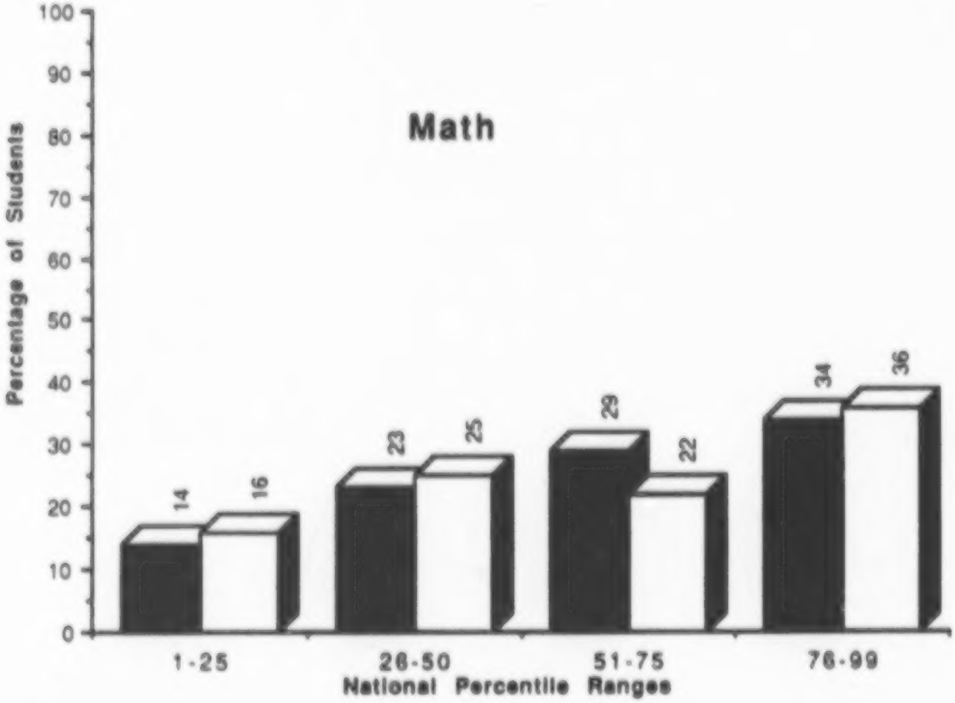
SCHOOL: 41042 BEECHER HILLS ELEMENTARY

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	50	31	62	51	36	71
02	43	23	53	43	39	91
03	47	20	43	46	25	54
04	59	37	63	59	31	53
05	49	29	59	49	26	53
SCHOOL TOTAL	248	140	56	248	157	63
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

10/06/93 BEECHER HILLS ELEMENTARY

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	13	39	33	-6				
03 Non SWP	21	35	35		11	40	31	-9
04 Non SWP	15	35	44	9	8	34	38	4
05 Non SWP	6	34	39	5	12	35	37	2

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 BEECHER HILLS ELEMENTARY

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	12	38	34	-4	5	36	34	-2
03	9	30	33	3	4	35	36	1
04	17	36	45	9	3	45	44	-1
05	13	40	43	3	1	49	42	-7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

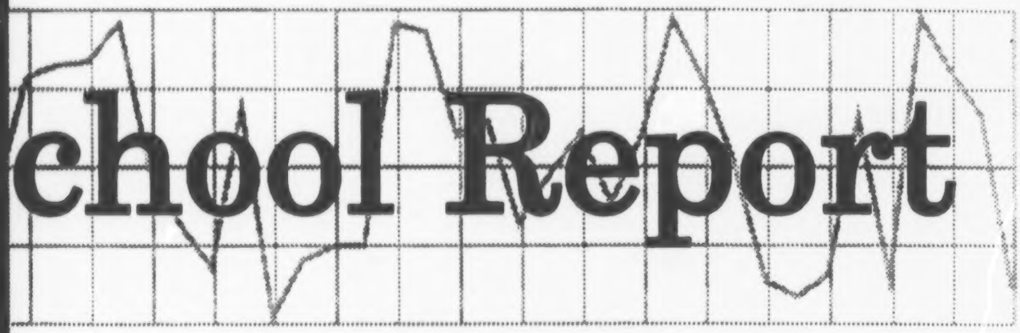
8/04/93 BEECHER HILLS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	64	100					64
	System	5,184	95			294	5	5,478
01	School	53	90	1	2	5	8	59
	System	4,879	89	202	4	408	7	5,489
02	School	44	90	4	8	1	2	49
	System	4,527	91	257	5	185	4	4,969
03	School	44	88	6	12			50
	System	4,598	92	260	5	113	2	4,971
04	School	58	95	3	5			61
	System	4,608	94	227	5	82	2	4,917
05	School	51	100					51
	System	4,588	96	191	4	20		4,799
	School	314	94	14	4	6	2	334
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

BEN HILL
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

BEN HILL ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• During the 1992-93 school year 317 students were enrolled in kindergarten through the fifth grade. This enrollment represented a 14.3 percent decrease over the preceding school year. Additionally, the school's overall three-year decline in enrollment was two times greater than systemwide trends. • One hundred and forty-six students transferred to Ben Hill in 1992-93; therefore, almost one-half of the students were either new to the Atlanta Public School system (APS) -- 26 percent moved from another APS school, and 20 percent moved from school districts external to APS. In spite of this high mobility rate, 90 percent of the students were on active roll seven or more attendance periods. The students' percent of attendance (96.4) exceeded systemwide attendance (94.2). The certified staff's attendance (96.4) remained comparable to system averages (97.4). • Forty-three percent of the students entered kindergarten with six months or no prior preschool. The remaining students attended Head Start (2 percent) or community-based preschools (55 percent). • Programs for instructional support included Chapter I reading and mathematics, Remedial Education Program (REP), reading, mathematics and writing, Full Potential Program, and an after-school program.

Critical Questions	**Findings**
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The Georgia Kindergarten Assessment Program (GKAP) required teachers to observe: *physical, personal and social capabilities;* and to administer structured assessment tasks: *communicative and logical mathematics*. GKAP results for Ben Hill kindergarteners exceeded both APS system's and the performance of Georgia state's students. The APS indicator *"processes auditory information"* was the only capability skill on which 5 percent was judged unable to perform the required tasks.
B. What was the ending performance of kindergarten students in writing?	• According to teachers' ratings of portfolios, two-thirds of the kindergarteners met or exceeded Stage 6: Phrase/Sentence Writers; of this percentage, 31.0 percent reached Simple Story Writing and the remaining 9.5 were assessed as Intermediate Story Writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Increased percentages of second through fifth graders achieved ratings of "excellent" and "upper adequate" on the fiction posttest than on the pretest. • The non fiction survey test was only administered to 4th and 5th graders. Larger percentages of 4th and 5th grade students scored at the "upper adequate" level on the posttest compared to pretest scores. Fewer fourth graders, however, scored in the "excellent" category on the posttest.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The school's third graders' scores met or exceeded state goal in the content areas of Language Arts: Reading, Mathematics and Socisl Studies for the school years 1991-92 and 1992-93. The state goal was met or exceeded for each corresponding content area strand except Social Studies --"American Heritage". The school's scores do not indicate quality performance in any content area during the two year period.
B. Grade 5	• The school's fifth graders' scores met or exceeded state goal two consecutive school years in the content areas Language Arts: Reading and health. However, the school's scores do not indicate quality performance in any content areas for the same two year period.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Ben Hill's "regular students'" ITBS N.P. status declined at the third grade level by a minus 19 percent in rading and a minus 11 percent in mathematics; at the fourth grade level by a minus 7 percent in mathematics; and at the fifth grade level by a minus 9 percent. The overall decline in reading was four percent. The overall school decline in reading exceeded systemwide findings by 1 percentage point but remained stable in mathematics and shows a plus three percent over systemwide changes. (Note: The category "regular students" includes those on roll for 7 or more or less than seven attendance periods.
B. Students who attended the school for seven or more attendance periods?	• Students in attendance for seven or more attendance periods performances in reading and mathematics were comparable to "regular students'" performance. In fact there was an overall negative one percent differential in reading and mathematics for these students compared to the "regular students".
C. The percentage of students scoring within each	• The percentage of students scoring within the 76-99 quadrant declined in reading and mathematics which caused increased percentages of students included in lower quadrants in 1992-93. In mathematics, however, the scores of 9 percent fewer students were in the 1-25 quadrant in 1993 compared to 1992.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Ben Hill's staff conducted non-schoolwide Chapter I programs. The traditional Chapter I project students' NCE gains in reading were below system gains. The reverse was true in mathematics, as the school's NCE gains exceeded system results. (Note: None of the school's fourth grade students were enrolled in Chapter I mathematics.)
B. Remedial Education Program (REP)	• Remedial Education students' NCE gains in reading showed greater flux and were overall less than system pupils' NCE gains. The school's REP mathematics results, however, were larger than system gains and showed increases at each grade level.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• The school's 97 percent promotional data was larger than the system's finding of 93 percent.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BEN HILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	371	370	317	-53	-14.3	-54	-14.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	285	90	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	32	10	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	82	26	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	64	20	3873	12
MOBILITY INDEX	.31		.38	
3. PUPIL-TEACHER RATIO	21.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	52	16	15734	50
CHAPTER I MATH	23	7	14903	47
REP READING	23	7	4384	14
REP MATH	25	8	3768	12
FULL POTENTIAL	317	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	55	17	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	1	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	23	55	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	18	43	2391	45
FIRST GRADE - APS K-GARTEN	60	97	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	3	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		96.7		94.4
1991-92		96.2		94.1
1992-93		96.4		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		96.9		97.4
1992-93		96.4		97.4

Ben Hill Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	98	93	92
II. Logical-Mathematical	98	93	93
III. Physical	98	97	96
IV. Personal	100	94	92
V. Social	98	94	93
Total Number Reported	42	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	98	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	98	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	98	90	91
B. Makes Comparisons	98	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	100	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BEN HILL ELEMENTARY SCHOOL 41049

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	1	2.4
STAGE 4: COPIER	6	14.3
STAGE 5: NEW WORD WRITER	8	19.0
STAGE 6: PHRASE/SENTENCE WRITER	10	23.8
STAGE 7: SIMPLE STORY WRITER	13	31.0
STAGE 8: INTERMEDIATE STORY WRITER	4	9.5
TOTAL NUMBER	42	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BEN HILL ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	7	16	9	21	14	33	3	7	10	23	43
POSTTEST	LEVEL	2	11	26	15	35	10	23	1	2	6	14	43
DIFFERENCE	LEVEL	2	4	10	6	14	-4	-10	-2	-5	-4	-9	
PRETEST	LEVEL	3	1	2	5	10	12	25	23	48	7	15	48
POSTTEST	LEVEL	3	11	23	15	31	12	25	4	8	6	13	48
DIFFERENCE	LEVEL	3	10	21	10	21	0	0	-19	-40	-1	-2	
PRETEST	LEVEL	4	8	15	18	33	16	29	9	16	4	7	55
POSTTEST	LEVEL	4	26	47	18	33	7	13	4	7	0	0	55
DIFFERENCE	LEVEL	4	18	32	0	0	-9	-16	-5	-9	-4	-7	
PRETEST	LEVEL	5	0	0	2	4	8	16	13	27	26	53	49
POSTTEST	LEVEL	5	9	18	13	27	12	24	8	16	7	14	49
DIFFERENCE	LEVEL	5	9	18	11	23	4	8	-5	-11	-19	-39	
			16	8	34	17	50	26	48	25	47	24	195
			57	29	61	31	41	21	17	9	19	10	195
			41	21	27	14	-9	-5	-31	-16	-28	-14	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BEN HILL ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	15	28	17	31	11	20	5	9	6	11	54
POSTTEST	LEVEL	4	13	24	23	43	14	26	2	4	2	4	54
DIFFERENCE	LEVEL	4	-2	-4	6	12	3	6	-3	-5	-4	-7	
PRETEST	LEVEL	5	0	0	1	2	1	2	10	21	36	75	48
POSTTEST	LEVEL	5	5	10	13	27	10	21	11	23	9	19	48
DIFFERENCE	LEVEL	5	5	10	12	25	9	19	1	2	-27	-56	
			15	15	18	18	12	12	15	15	42	41	102
			18	18	36	35	24	24	13	13	11	11	102
			3	3	18	17	12	12	-2	-2	-31	-30	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

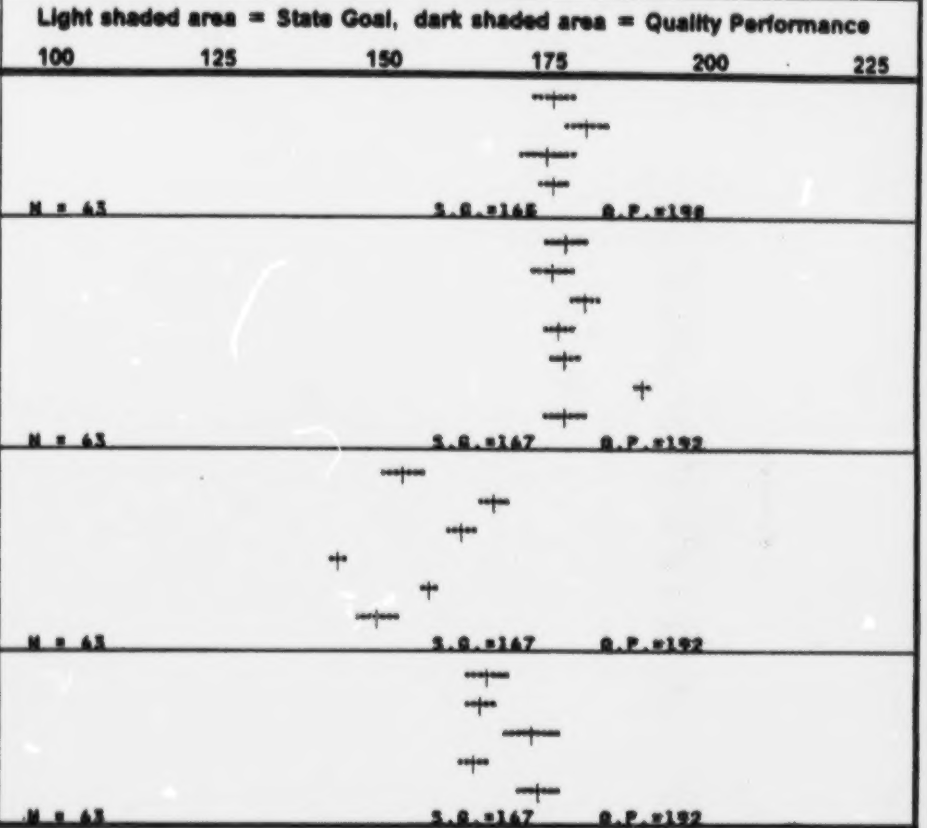
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BEN HILL ELEM
School Code: 4051

Date Printed: 24NOV92
REVISED (Social Studies ONLY)



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	176 ±3
Literal Comp	181 ±3
Infer & Crit Comp	175 ±4
Reference & Study	176 ±2
MATHEMATICS	178 ±3
Numbers & Num Rel	176 ±3
Operations & Comp	181 ±2
Geometry	177 ±2
Measurement	178 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	178 ±3
SCIENCE	153 ±3
Life Science	167 ±2
Earth Science	162 ±2
Physical Science	143 ±1
Process Skills	157 ±1
Env/Sci/Tech/Soc	149 ±3
SOCIAL STUDIES	166 ±3
Communities	165 ±2
Citizenship	173 ±4
American Heritage	164 ±2
Skills	174 ±3

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

CC3CA

GEORGIA CURRICULUM BASED ASSESSMENT

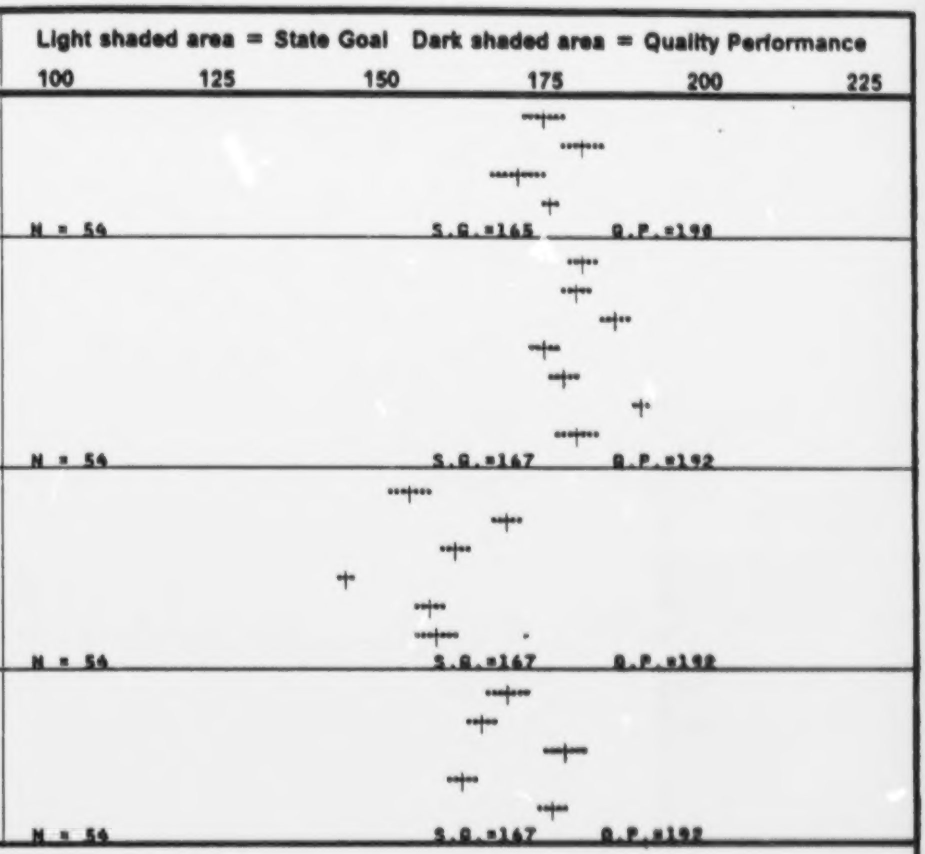
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BEN HILL ELEM
School Code: 4051

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	175 ±3
Literal Comp	181 ±3
Infer & Crit Comp	171 ±4
Reference & Study	176 ±1
MATHEMATICS	181 ±2
Numbers & Num Rel	180 ±2
Operations & Comp	186 ±2
Geometry	175 ±2
Measurement	178 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	180 ±3
SCIENCE *	154 ±3
Life Science	169 ±2
Earth Science	161 ±2
Physical Science	144 ±1
Process Skills	157 ±2
Env/Sci/Tech/Soc	158 ±3
SOCIAL STUDIES	169 ±3
Communities	165 ±2
Citizenship	178 ±3
American Heritage	162 ±2
Skills	176 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BEN HILL ELEM
School Code: 4051

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	172 ±4	
Literal Comp	185 ±4	
Infer & Crit Comp	179 ±6	
Reference & Study	174 ±2	
		N = 72 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	166 ±2	
Operations & Comp	162 ±2	
Geometry	164 ±1	
Measurement	164 ±3	
Prob & Stat	182 ±3	
PROBLEM SOLVING	167 ±3	
		N = 74 S.G.=167 Q.P.=192
SCIENCE	150 ±2	
Life Science	158 ±1	
Earth Science	157 ±1	
Physical Science	160 ±1	
Process Skills	153 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 74 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±2	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	160 ±1	
Skills	150 ±3	
		N = 74 S.G.=170 Q.P.=195
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	178 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 74 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

209

† = the school score
••• = the standard error (S.E.)

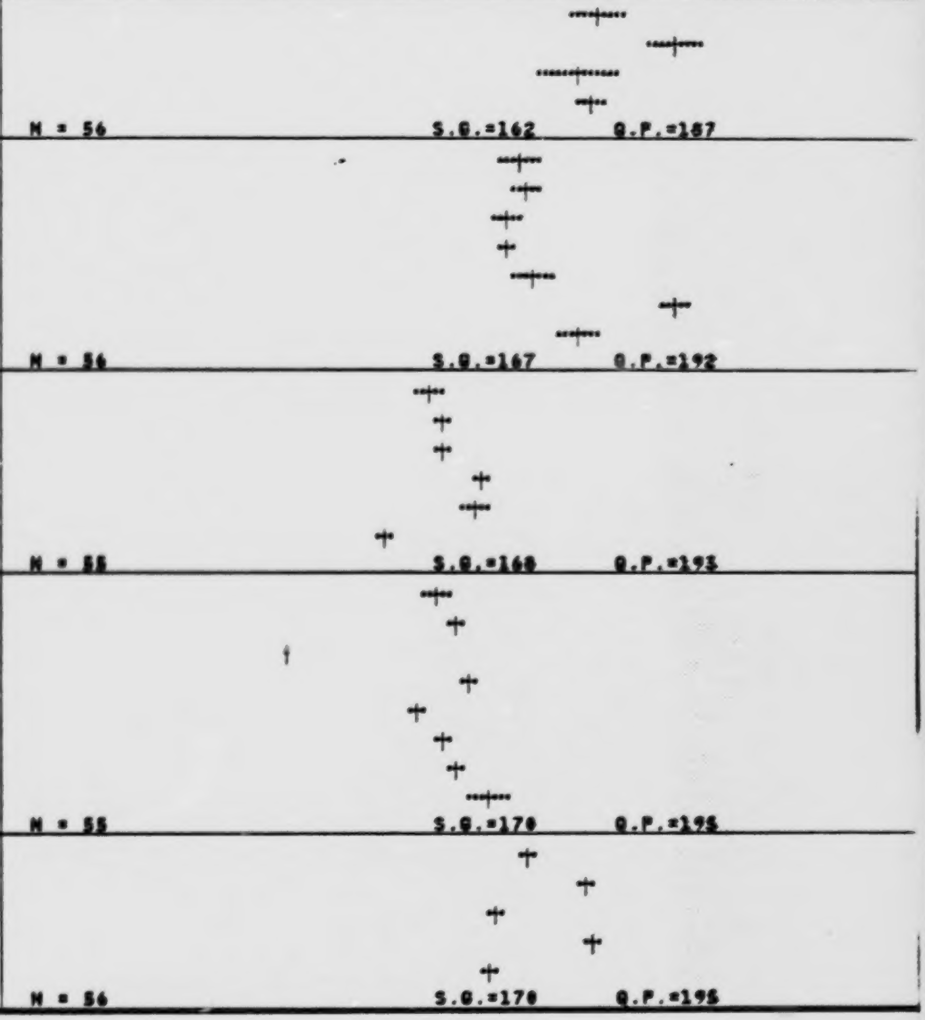
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BEN HILL ELEM
School Code: 4051

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	183 ±4	
Literal Comp	195 ±4	
Infer & Crit Comp	180 ±6	
Reference & Study	182 ±2	
		N = 56 S.G.=162 Q.P.=187
MATHEMATICS	171 ±3	
Numbers & Num Rel	172 ±2	
Operations & Comp	169 ±2	
Geometry	169 ±1	
Measurement	173 ±3	
Prob & Stat	195 ±2	
PROBLEM SOLVING	180 ±3	
		N = 56 S.G.=167 Q.P.=192
SCIENCE	157 ±2	
Life Science	159 ±1	
Earth Science	159 ±1	
Physical Science	165 ±1	
Process Skills	164 ±2	
Env/Sci/Tech/Soc	150 ±1	
		N = 55 S.G.=168 Q.P.=193
SOCIAL STUDIES	158 ±2	
Geog Regions	161 ±1	
Canada Hist/Geog	135 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	155 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	161 ±1	
Skills	166 ±3	
		N = 55 S.G.=170 Q.P.=195
HEALTH	172 ±1	
Sfty/Prs/Mntl Hlth	181 ±1	
Nutrition	167 ±1	
Substance Abuse	182 ±1	
Growth, Dev & Fam	166 ±1	
		N = 56 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	60	78	75	71	75	
02	48	82	75	73	71	
03	52	60	75	65	46	
04	56	38	67	61	63	
05	56	54	39	56	48	
School Total	272	62	64	65	61	-4
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	60	91	71	70	78	
02	48	80	89	75	75	
03	52	71	71	65	54	
04	56	52	60	61	54	
05	56	64	42	51	57	
School Total	272	72	65	64	64	
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

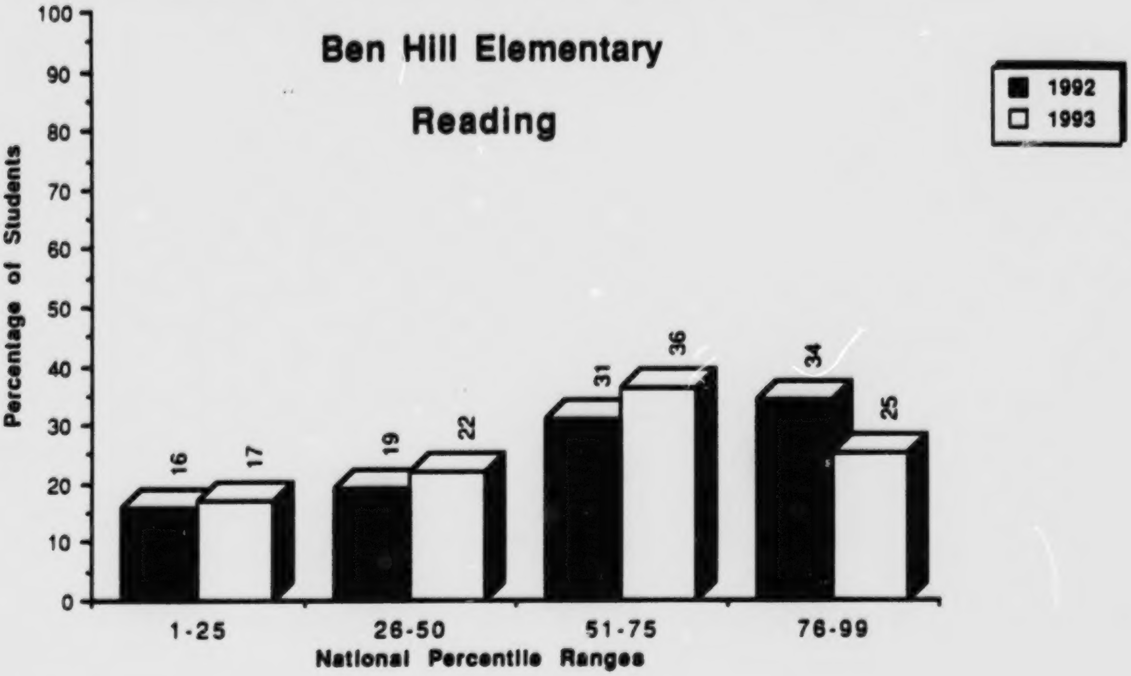
10/06/93

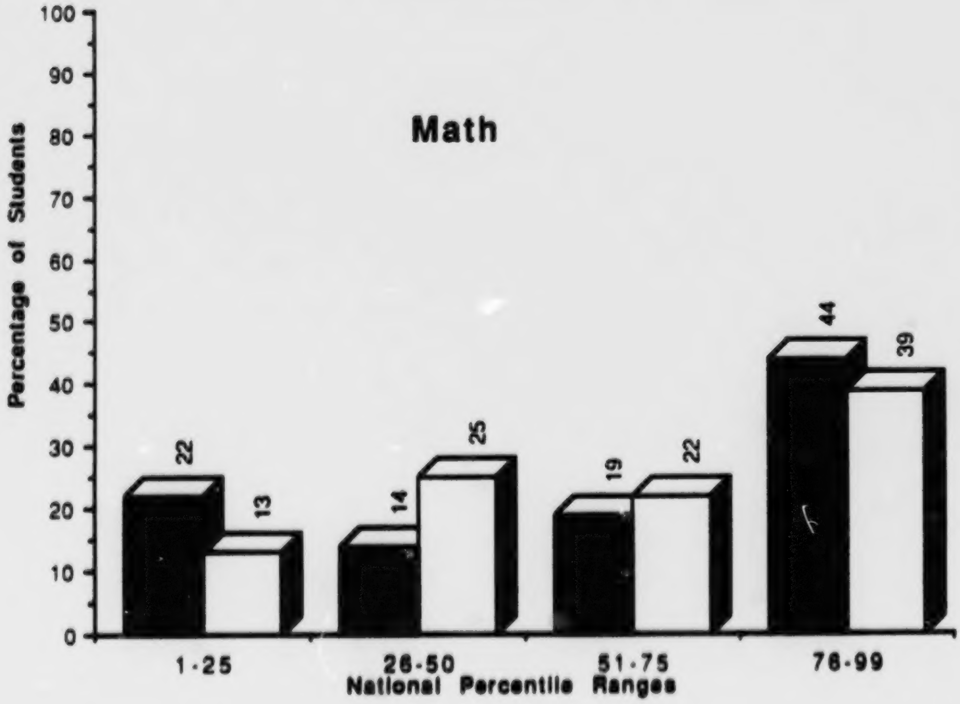
SCHOOL: 41049 BEN HILL ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	54	39	72	54	41	76
02	46	32	70	46	34	74
03	48	22	46	48	26	54
04	53	33	62	53	28	53
05	50	24	48	50	29	58
SCHOOL TOTAL	251	150	60	251	158	63
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	7	45	44	-1	4	44	57	13
03 Non SWP	9	35	35		7	28	34	6
04 Non SWP	8	31	34	3				
05 Non SWP	13	37	38	1	12	42	39	-3

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	1	26	24	-2	2	25	32	7
03	7	34	38	4	5	21	27	6
04	8	27	35	8	10	23	30	7
05	5	30	28	-2	6	33	34	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

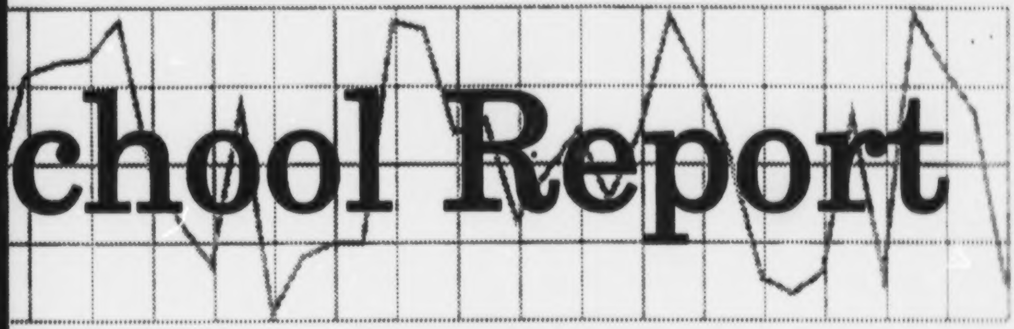
8/04/93 BEN HILL ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	42	98			1	2	43
	System	5,184	95			294	5	5,478
01	School	55	95	1	2	2	3	58
	System	4,879	89	202	4	408	7	5,489
02	School	49	100					49
	System	4,527	91	257	5	185	4	4,969
03	School	51	93	3	5	1	2	55
	System	4,598	92	260	5	113	2	4,971
04	School	53	95	3	5			56
	System	4,608	94	227	5	82	2	4,917
05	School	56	100					56
	System	4,588	96	191	4	20		4,799
	School	306	97	7	2	4	1	317
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

BENTEEN
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

BENTEEN ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• Active enrollment increased by 34.8 percent over a 3-year period in contrast to the decrease of 5.3 percent for the system. • The pupil mobility index was .42 which was higher than the system's index of .38. • Ninety percent of the kindergarten pupils had from zero to 6 months of pre-school experiences. • Pupil attendance was slightly lower than that for the system; however, certified staff attendance was slightly higher than that for the system.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and indicators showed percentages from 84 to 95. Within the Communicative Capability, attention may be needed in the areas of Processing Visual Information and Emergent Literacy. Within the Logical-Mathematical Capability, attention may be needed in the areas of Making Comparisons and Extending Patterns.
B. What was the ending performance of kindergarten students in writing?	• Approximately 39 percent of the kindergarten students at the school were in the 4 higher stages of Writing (Stages 6-9) by the end of the school year. Systemwide the majority of students were in Stages 6 or 7 by the end of the year.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 7 percent fewer students in the Needs Improvement and 2 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 2 percentage points. • For nonfiction matched scores there were 9 percent fewer students in the Needs Improvement/Lower Adequate Categories and 9 percent more students in the Upper and Middle Adequate Categories.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the content area of Mathematics (1992 and 1993). The same was true for both years for the Reading stands (except Inferential Comprehension); all Mathematics strands and the Life Science strand for Science. Also, the Skills strand (1992) and Citizenship strand (1993) in Social Studies met or exceeded the state goal. The schools scores did not indicate quality performance in any content area or strand.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goals in the area of Language Arts/Reading (1992 and 1993) and Health (1993). The same was true for the Reading strands (except Inferential Comprehension). Also, the school's scores met or exceeded the state goal on four of the six Mathematics strands (1992), all Mathematics strands (1993), the Health strands of Substance Abuse (1992 and 1993), Nutrition (1992) and Safety/Personal Health/Mental Health (1993). The scores did not indicate quality performance in any content area either year; however, the Literal Comprehension strand in Reading (1992 and 1993) and the Probability and Statistics strand in Mathematics (1993) did indicate quality performance.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	● From FY '92 to FY '93, the school showed a decrease of nine for reading and an increase of one in mathematics in the percentage of students at or above national norm. These percentages compared to a decrease of three in both reading and mathematics for the system.
B. Students who attended the school for seven or more attendance periods?	● In comparison to all students tested, those who were enrolled seven or more attendance periods had a higher percentage of students at or above national norm in reading and mathematics.
C. The percentage of students scoring within each quadrant?	● In reading, there was an increase in the percentage of students scoring in the lowest quadrant and a decrease in the percentage of students scoring in the highest quadrant, however, there was a decrease in the percentage of students scoring in the lowest quadrant and an increase scoring in the highest quadrant in mathematics.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	● There were positive gains in NCE for all grades for the Chapter I reading and mathematics programs.
B. Remedial Education Program (REP)	● There was a loss in NCE for the students in the REP reading at grades two, three, and four with a gain at grade five. In mathematics, there were gains at grades two and five, a loss at grade four, and at grade three the NCE remained the same.

Critical Questions	Findings
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Seventy-nine percent of the students at the school were promoted compared to 93 percent for the system; 7 percent were administratively placed compared to 4 percent for the system and 14 percent were retained compared to 4 percent for the system.

R&E/PA:lf:jep October 27, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BENTEEN ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	310	339	418	79	23.3	108	34.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	354	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	64	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	128	31	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	80	19	3873	12
MOBILITY INDEX	.42		.38	
3. PUPIL-TEACHER RATIO	23.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	50	12	15734	50
CHAPTER I MATH	46	11	14903	47
REP READING	47	11	4384	14
REP MATH	51	12	3768	12
BILINGUAL	175	42	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	4	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	4	5	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	76	90	2391	45
FIRST GRADE - APS K-GARTEN	60	86	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	9	481	9
FIRST GRADE - NO K-GARTEN	4	6	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.8		94.4
1991-92		93.5		94.1
1992-93		93.8		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.3		97.2
1991-92		97.9		97.4
1992-93		97.8		97.4

Benteen Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I Communicative	87	93	92
II Logical-Mathematical	87	93	93
III Physical	95	97	96
IV Personal	89	94	92
V Social	92	94	93
Total Number Reported	38	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	84	93	92
B. Processes Auditory Information	89	92	92
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	84	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	87	90	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	87	93	93
D. Extends Patterns	84	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BENTEEN ELEMENTARY SCHOOL 42056

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	8	9.3
STAGE 2: SCRIBBLE WRITER	6	7.0
STAGE 3: INVENTED WORD WRITER	2	2.3
STAGE 4: COPIER	32	37.2
STAGE 5: NEW WORD WRITER	5	5.8
STAGE 6: PHRASE/SENTENCE WRITER	25	29.1
STAGE 7: SIMPLE STORY WRITER	6	7.0
STAGE 8: INTERMEDIATE STORY WRITER	1	1.2
STAGE 9: ADVANCED STORY WRITER	1	1.2
TOTAL NUMBER	86	100.1

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BENTEEN ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	11	21	11	21	11	21	20	38	53
POSTTEST	LEVEL	2	0	0	11	21	16	30	16	30	10	19	53
DIFFERENCE	LEVEL	2	0	0	0	0	5	9	5	9	-10	-19	
PRETEST	LEVEL	3	0	0	4	21	4	21	5	26	6	32	19
POSTTEST	LEVEL	3	1	5	2	11	7	37	5	26	4	21	19
DIFFERENCE	LEVEL	3	1	5	-2	-10	3	16	0	0	-2	-11	
PRETEST	LEVEL	4	2	5	2	5	8	18	10	23	22	50	44
POSTTEST	LEVEL	4	1	2	4	9	10	23	8	18	21	48	44
DIFFERENCE	LEVEL	4	-1	-3	2	4	2	5	-2	-5	-1	-2	
PRETEST	LEVEL	5	0	0	3	7	13	30	14	32	14	32	44
POSTTEST	LEVEL	5	1	2	6	14	7	16	14	32	16	36	44
DIFFERENCE	LEVEL	5	1	2	3	7	-6	-14	0	0	2	4	
			2	1	20	13	36	23	40	25	62	39	160
			3	2	23	14	40	25	43	27	51	32	160
			1	1	3	1	4	2	3	2	-11	-7	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BENTEEN ELEMENTARY SCHOOL

					ADEQUATE							
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	2	4	6	13	8	18	8	18	21	47	45
POSTTEST	LEVEL 4	1	2	3	7	7	16	5	11	29	64	45
DIFFERENCE	LEVEL 4	-1	-2	-3	-6	-1	-2	-3	-7	8	17	
PRETEST	LEVEL 5	0	0	0	0	4	9	14	30	29	62	47
POSTTEST	LEVEL 5	1	2	5	11	11	23	12	26	18	38	47
DIFFERENCE	LEVEL 5	1	2	5	11	7	14	-2	-4	-11	-24	
		2	2	6	7	12	13	22	24	50	54	92
		2	2	8	9	18	20	17	18	47	51	92
		0	0	2	2	6	7	-5	-6	-3	-3	

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* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

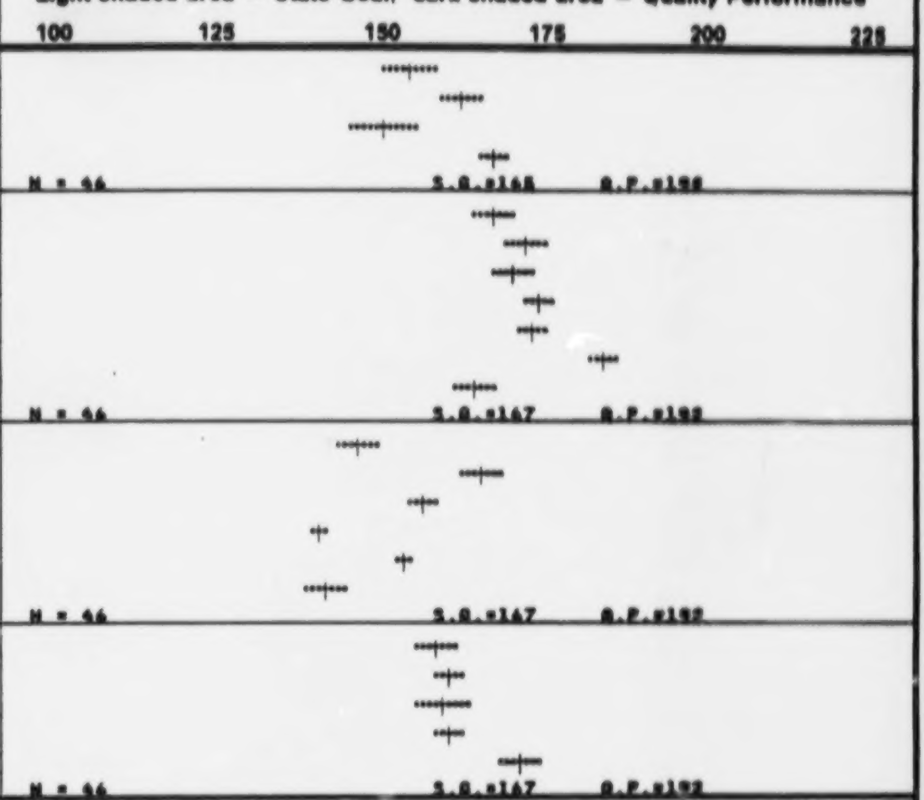
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BENTEEN ELEM
School Code: 5051

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	154 ±4
Literal Comp	162 ±3
Infer & Crit Comp	150 ±5
Reference & Study	167 ±2
MATHEMATICS	167 ±3
Numbers & Num Rel	172 ±3
Operations & Comp	170 ±3
Geometry	174 ±2
Measurement	173 ±2
Prob & Stat	184 ±2
PROBLEM SOLVING	164 ±3
SCIENCE	146 ±3
Life Science	165 ±3
Earth Science	156 ±2
Physical Science	140 ±1
Process Skills	153 ±1
Env/Sci/Tech/Soc	141 ±3
SOCIAL STUDIES	158 ±3
Communities	160 ±2
Citizenship	159 ±4
American Heritage	160 ±2
Skills	171 ±3

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

250

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

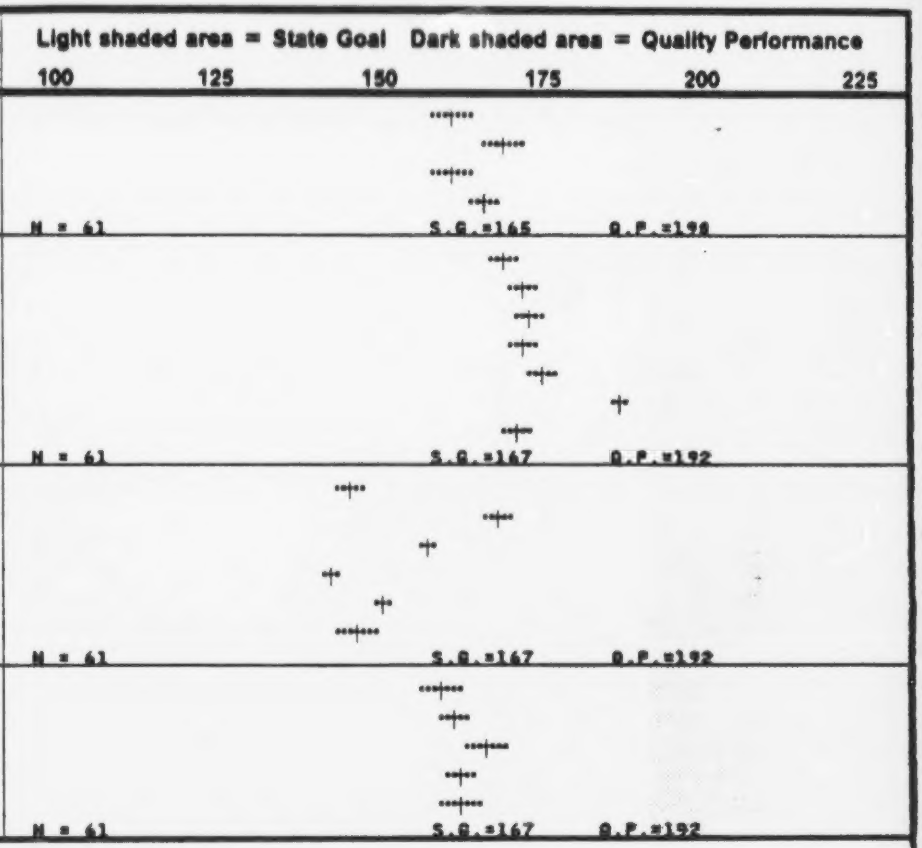
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: BENTEEN ELEM
School Code: 5051

GRADE 3

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	161 ±3
Literal Comp	169 ±3
Infer & Crit Comp	161 ±3
Reference & Study	166 ±2
MATHEMATICS	169 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	173 ±2
Geometry	172 ±2
Measurement	175 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	171 ±2
SCIENCE *	145 ±2
Life Science	168 ±2
Earth Science	157 ±1
Physical Science	142 ±1
Process Skills	150 ±1
Env/Sci/Tech/Soc	146 ±3
SOCIAL STUDIES	159 ±3
Communities	161 ±2
Citizenship	166 ±3
American Heritage	162 ±2
Skills	162 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

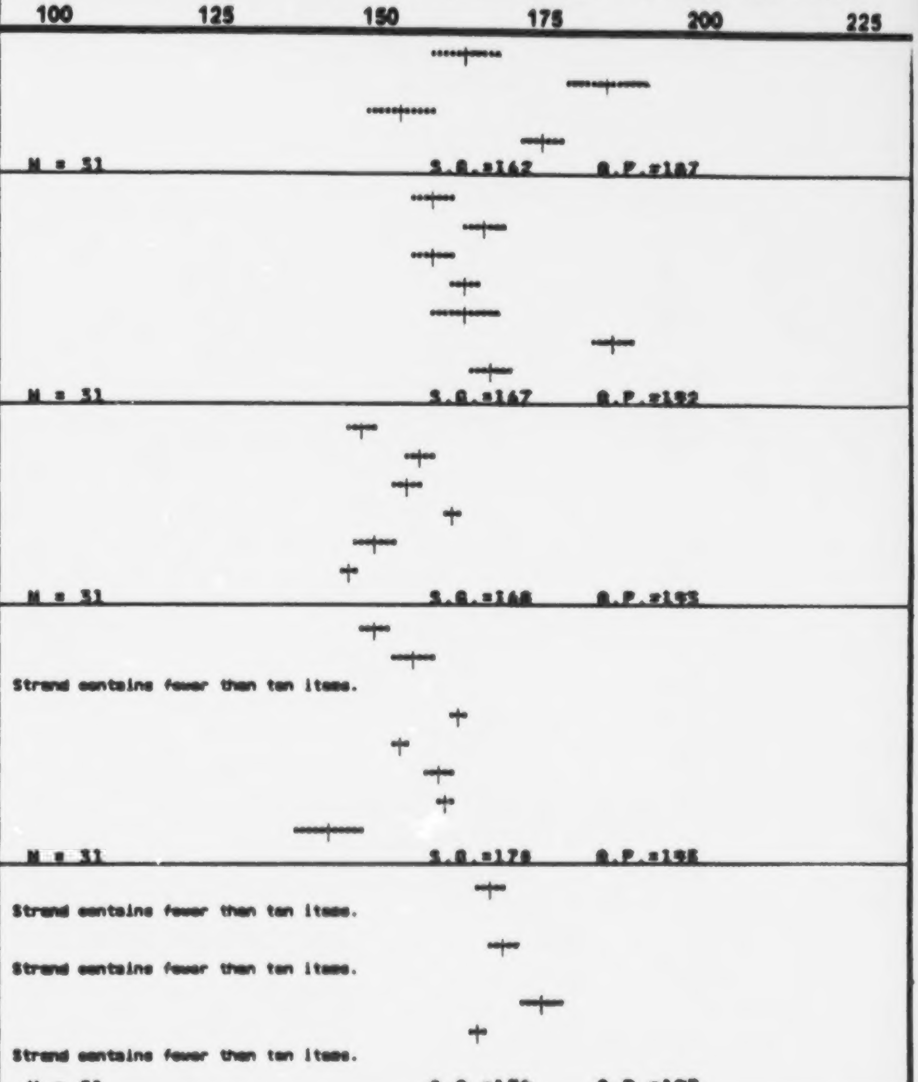
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BENTEEN ELEM
School Code: 5051

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	163 ±5	
Literal Comp	185 ±6	
Infer & Crit Comp	153 ±5	
Reference & Study	175 ±3	
		N = 31 S.G.=162 Q.P.=187
MATHEMATICS	158 ±3	
Numbers & Num Rel	166 ±3	
Operations & Comp	158 ±3	
Geometry	163 ±2	
Measurement	163 ±5	
Prob & Stat	186 ±3	
PROBLEM SOLVING	167 ±3	
		N = 31 S.G.=167 Q.P.=192
SCIENCE	147 ±2	
Life Science	156 ±2	
Earth Science	154 ±2	
Physical Science	161 ±1	
Process Skills	149 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 31 S.G.=168 Q.P.=193
SOCIAL STUDIES	149 ±2	
Geog Regions	155 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	159 ±2	
U.S. 1932-present	160 ±1	
Skills	142 ±5	
		N = 31 S.G.=170 Q.P.=195
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±2	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	175 ±3	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 31 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

252

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

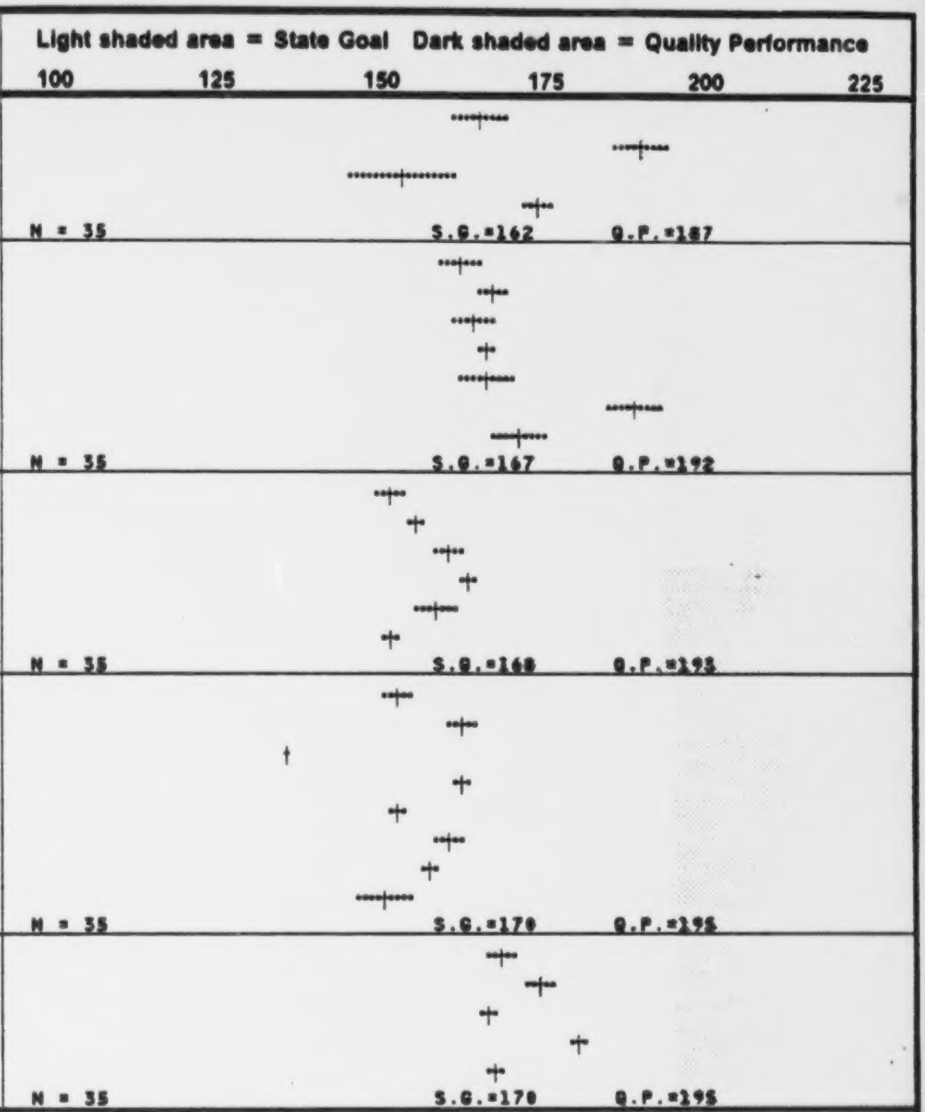
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BENTEEN ELEM
School Code: 5051

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±4
Literal Comp	190 ±4
Infer & Crit Comp	153 ±8
Reference & Study	174 ±2
MATHEMATICS	162 ±3
Numbers & Num Rel	167 ±2
Operations & Comp	164 ±3
Geometry	166 ±1
Measurement	166 ±4
Prob & Stat	189 ±4
PROBLEM SOLVING	171 ±4
SCIENCE	151 ±2
Life Science	155 ±1
Earth Science	160 ±2
Physical Science	163 ±1
Process Skills	158 ±3
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	162 ±2
Canada Hist/Geog	135 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	160 ±2
U.S. 1932-present	157 ±1
Skills	150 ±4
HEALTH	168 ±2
Sfty/Prs/Mntl Hlth	174 ±2
Nutrition	166 ±1
Substance Abuse	180 ±1
Growth, Dev & Fam	167 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 BENTEEN ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade		Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01		42	65	74	60	60	
02		53	65	81	32	40	
03		59	71	59	53	17	
04		52	65	9	46	33	
05		38	44	65	41	47	
	School Total	244	63	61	46	37	-9
	Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade		Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01		42	61	64	53	62	
02		53	80	90	38	53	
03		60	77	59	56	27	
04		52	49	24	27	29	
05		38	56	75	45	58	
	School Total	245	65	65	43	44	1
	Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

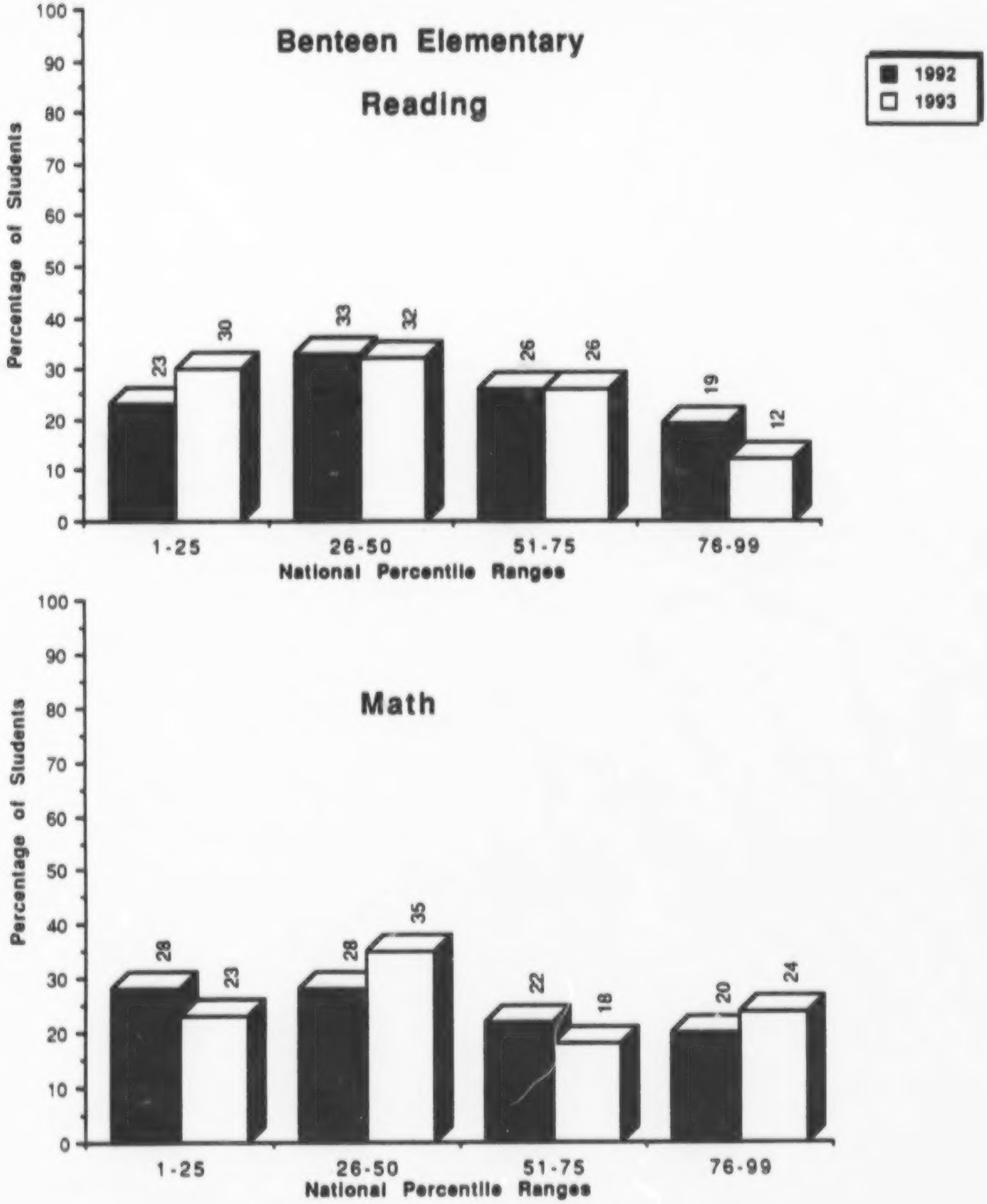
10/06/93

SCHOOL: 42056 BENTEEN ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	40	25	63	40	26	65
02	44	19	43	44	25	57
03	52	10	19	53	15	28
04	47	15	32	47	14	30
05	36	18	50	36	21	58
SCHOOL TOTAL	219	87	40	220	101	46
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	9	15	27	12	6	24	45	21
03 Non SWP	19	21	28	7	13	22	36	14
04 Non SWP	9	24	28	4	8	19	29	10
05 Non SWP	10	20	38	18	14	24	39	15

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 BENTEEN ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	10	41	35	-6	10	39	48	9
03	15	35	33	-2	19	40	40	
04	10	41	36	-5	7	43	31	-12
05	9	46	49	3	13	41	51	10

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 BENTEEN ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	69	79			18	21	87
	System	5,184	95			294	5	5,478
01	School	60	85	5	7	6	8	71
	System	4,879	89	202	4	408	7	5,489
02	School	60	95			3	5	63
	System	4,527	91	257	5	185	4	4,969
03	School	50	68	11	15	13	18	74
	System	4,598	92	260	5	113	2	4,971
04	School	47	71	8	12	11	17	66
	System	4,608	94	227	5	82	2	4,917
05	School	44	77	4	7	9	16	57
	System	4,588	96	191	4	20		4,799
	School	330	79	28	7	60	14	418
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

BETHUNE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

BETHUNE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Linda D. Ballagas, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	● Enrollment at the school has continued to decline and the rate of decline has exceeded the rate for system elementary schools. ● The percentage of students on active roll for seven or more attendance periods exceeded the system percentage. ● The percentages of students new to the school and new to the Atlanta Public Schools were lower than system percentages. ● The mobility index and pupil-teacher ratio were lower than those reported for the system. ● Larger percentages of students were served by the various remedial programs for reading and mathematics, than was true for the system. Bethune was a Chapter I Schoolwide Project site, therefore, all of the students in the school benefited from Chapter I funding. ● Pupil attendance continued to improve, but remained below pupil attendance for the system. ● Staff attendance declined slightly, but continued to exceed staff attendance for the system. ● Ninety-seven percent of the students were eligible for free or reduced-price lunches.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of kindergarten students demonstrating overall capabilities exceeded the system and state percentages for all five capabilities. The percentages of students receiving "Yes" ratings on the key indicators of the structured assessment activities exceeded the system and state percentages for all eight indicators.
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students were rated at Stage 4 (Copier) or Stage 5 (New Word Writer) in their year-end writing performance.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• Matched results for fiction revealed an overall reduction in the percentage of students scoring in the Needs Improvement category and increases in the percentages of students scoring in the Lower, Middle, and Upper Adequate as well as Excellent categories. • Matched results for nonfiction revealed no change in the percentages of students scoring in the Excellent, Lower Adequate, and Needs Improvement categories. There was an increase in the percentage scoring in the Middle Adequate category, but there was a reduction in the percentage scoring in the Upper Adequate category.
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• At the third grade, the state goal was achieved in 1992 and 1993 for the content area of Mathematics. Quality performance was not achieved in any of the four content areas. • Strand performance revealed that the state goal was achieved both years for the Literal Comprehension and Reference and Study strands under Language Arts/Reading. In Mathematics, the scores for the strands of Numbers and Number Relations, Operations and Computation, Geometry, Measurement, Probability and Statistics, and Problem Solving met or exceeded the state goal both years. In Social Studies, the average scores for the strands of Citizenship and Skills also met or exceeded the state goal both years. Quality performance was not achieved for any of the strands assessed.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5 (Continued)	
B. Grade 5	• At the fifth grade, the state goal was achieved in 1992 and 1993 in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the content areas. • State goal was achieved in 1992 and 1993 for all three of the Language Arts/Reading strands. Quality performance was even achieved for the strand of Literal Comprehension both years. State goal was achieved for the Mathematics strands of Numbers and Number Relations, Measurement, Probability and Statistics, and Problem Solving both years. State goal was also achieved in 1992 and 1993 for the Health strand of Substance Abuse.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a substantial increase in the percentage of students with scores at or above the national norm in reading, while the system registered a loss. • In mathematics, there was no change in the percentage of students with scores at or above the national norm, but the system registered a three-point loss.
B. Students who attended the school for seven or more attendance periods?	• For students who attended the school for seven or more attendance periods, the percentage with scores at or above the national norm was equivalent to the percentage for all students tested at the school in reading and was lower than the percentage for all students tested in mathematics.
C. The percentage of students scoring within each quadrant?	• There were decreases in the percentages of students with scores in the two lowest quadrants and there were increases in the percentages in the two highest quadrants in reading. • In mathematics, there was a decline in the percentages of students with scores in the first and third quadrants, no change in the second quadrant percentage, and an increase in the highest quadrant percentage.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Schoolwide Project	• In reading, there were gains in the average NCE scores of Chapter I students in three of the four grades and the gains exceeded the gains of system Chapter I non-Schoolwide Project (non-SWP) students at grades two and four. • In mathematics, an NCE gain was registered at the fourth grade, and this gain did exceed the gain of Chapter I non-SWP students at the fourth grade.
B. Remedial Education Program (REP)	• The REP students registered a gain in their average reading NCE score for all four grades served and the gain exceeded that of system REP reading students at grades two and four. • In mathematics, REP students demonstrated gains in their average NCE score at grades four and five only. Only the gain at grade four exceeded the corresponding system gain.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• The overall percentage of students promoted was less than the system percentage, while the percentages of students administratively placed and retained exceeded the system percentages. There were unusually high percentages of students who were administratively placed at the fourth and fifth grades.

R&E/LDB:lf:jep November 9, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BETHUNE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	382	368	331	-37	-10.1	-51	-13.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	297	90	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	34	10	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	63	19	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	22	7	3873	12
MOBILITY INDEX	.33		.38	
3. PUPIL-TEACHER RATIO	20.7		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	331	100	15734	50
CHAPTER I MATH	331	100	14903	47
REP READING	62	19	4384	14
REP MATH	53	16	3768	12
ATLANTA FAMILY CONNECTION	74	22	168	1
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	40	12	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	14	22	291	5
K-GARTEN - HEAD START	13	20	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	15	23	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	34	2391	45
FIRST GRADE - APS K-GARTEN	63	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	4	481	9
FIRST GRADE - NO K-GARTEN	1	1	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		92.6		94.4
1991-92		92.9		94.1
1992-93		93.8		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.6		97.2
1991-92		98.2		97.4
1992-93		98.0		97.4

Bethune Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	100	93	92
II. Logical-Mathematical	100	93	93
III. Physical	98	97	96
IV. Personal	97	94	92
V. Social	100	94	93
Total Number Reported	66	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	95	91	92
D. Demonstrates Emergent Literacy	97	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	98	90	91
B. Makes Comparisons	98	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	100	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

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**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BETHUNE ELEMENTARY SCHOOL 43063

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	7	10.8
STAGE 3: INVENTED WORD WRITER	1	1.5
STAGE 4: COPIER	18	27.7
STAGE 5: NEW WORD WRITER	17	26.2
STAGE 6: PHRASE/SENTENCE WRITER	10	15.4
STAGE 7: SIMPLE STORY WRITER	10	15.4
STAGE 8: INTERMEDIATE STORY WRITER	1	1.5
STAGE 9: ADVANCED STORY WRITER	1	1.5
TOTAL NUMBER	65	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BETHUNE ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	1	2	0	0	7	16	11	24	26	58	45
POSTTEST LEVEL 2	5	11	13	29	17	38	5	11	5	11	45
DIFFERENCE LEVEL 2	4	9	13	29	10	22	-6	-13	-21	-47	
PRETEST LEVEL 3	3	8	10	25	12	30	3	8	12	30	40
POSTTEST LEVEL 3	2	5	7	18	11	28	8	20	12	30	40
DIFFERENCE LEVEL 3	-1	-3	-3	-7	-1	-2	5	12	0	0	
PRETEST LEVEL 4	1	3	4	10	11	28	7	18	16	41	39
POSTTEST LEVEL 4	0	0	4	10	11	28	13	33	11	28	39
DIFFERENCE LEVEL 4	-1	-3	0	0	0	0	6	15	-5	-13	
PRETEST LEVEL 5	0	0	12	36	9	27	6	18	6	18	33
POSTTEST LEVEL 5	0	0	5	15	12	36	8	24	8	24	33
DIFFERENCE LEVEL 5	0	0	-7	-21	3	9	2	6	2	6	
	5	3	26	17	39	25	27	17	60	38	157
	7	4	29	18	51	32	34	22	36	23	157
	2	1	3	1	12	7	7	5	-24	-15	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BETHUNE ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	1	2	9	21	9	21	11	26	13	30	43
POSTTEST LEVEL 4	0	0	3	7	9	21	12	28	19	44	43
DIFFERENCE LEVEL 4	-1	-2	-6	-14	0	0	1	2	6	14	
PRETEST LEVEL 5	1	3	1	3	8	27	8	27	12	40	30
POSTTEST LEVEL 5	2	7	3	10	12	40	7	23	6	20	30
DIFFERENCE LEVEL 5	1	4	2	7	4	13	-1	-4	-6	-20	
	2	3	10	14	17	23	19	26	25	34	73
	2	3	6	8	21	29	19	26	25	34	73
	0	0	-4	-6	4	6	0	0	0	0	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA
Curriculum-Based Assessment

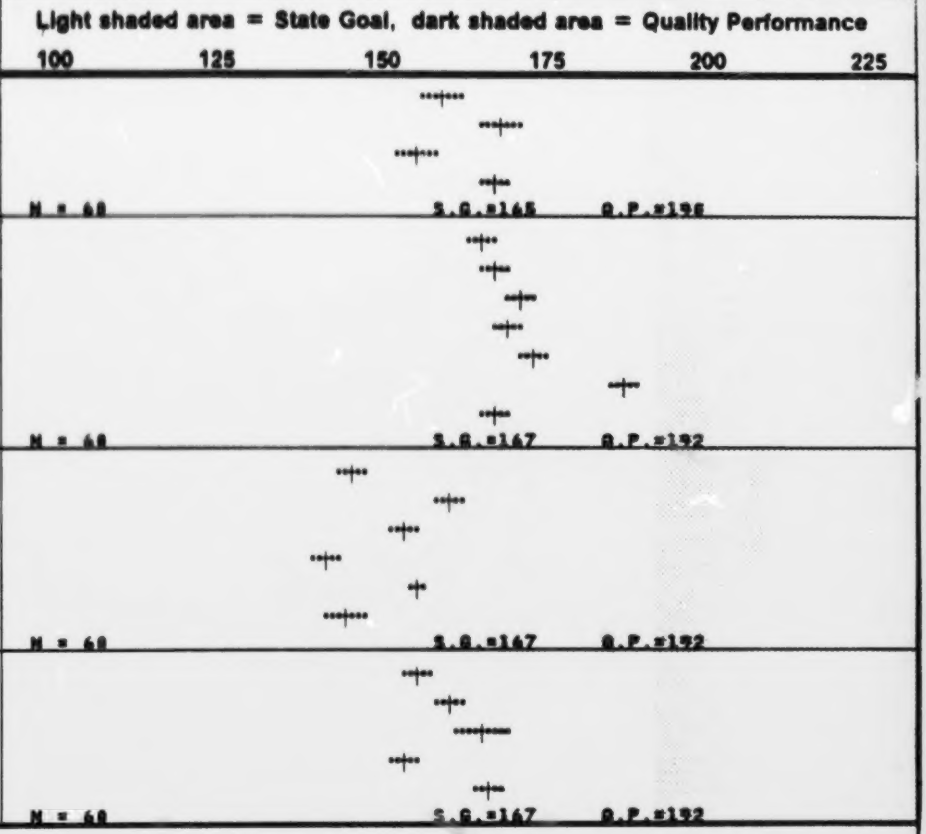
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BETHUNE ELEM
School Code: 1052

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	159 ±3
Literal Comp	168 ±3
Infer & Crit Comp	155 ±3
Reference & Study	167 ±2
MATHEMATICS	165 ±2
Numbers & Num Rel	167 ±2
Operations & Comp	171 ±2
Geometry	169 ±2
Measurement	173 ±2
Prob & Stat	187 ±2
PROBLEM SOLVING	167 ±2
SCIENCE	145 ±2
Life Science	160 ±2
Earth Science	153 ±2
Physical Science	141 ±2
Process Skills	155 ±1
Env/Sci/Tech/Soc	144 ±3
SOCIAL STUDIES	155 ±2
Communities	160 ±2
Citizenship	165 ±4
American Heritage	153 ±2
Skills	166 ±2


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BETHUNE ELEM
School Code: 1052

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	165 ±3	
Literal Comp	178 ±3	
Infer & Crit Comp	163 ±4	
Reference & Study	168 ±2	
		N = 47 S.G.=165 Q.P.=190
MATHEMATICS	170 ±2	
Numbers & Num Rel	173 ±2	
Operations & Comp	178 ±2	
Geometry	169 ±2	
Measurement	175 ±2	
Prob & Stat	189 ±1	
PROBLEM SOLVING	171 ±2	
		N = 47 S.G.=167 Q.P.=192
SCIENCE *	148 ±2	
Life Science	170 ±2	
Earth Science	158 ±2	
Physical Science	140 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	143 ±3	
		N = 47 S.G.=167 Q.P.=192
SOCIAL STUDIES	163 ±2	
Communities	163 ±2	
Citizenship	175 ±4	
American Heritage	162 ±2	
Skills	164 ±3	
		N = 47 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

GEORGIA
CURRICULUM
BASED
ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BETHUNE ELEM
School Code: 1052

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	171 ±4	
Literal Comp	192 ±4	
Infer & Crit Comp	167 ±5	
Reference & Study	175 ±2	
		N = 50 S.G.=162 Q.P.=187
MATHEMATICS	163 ±3	
Numbers & Num Rel	169 ±2	
Operations & Comp	161 ±3	
Geometry	165 ±1	
Measurement	164 ±4	
Prob & Stat	187 ±3	
PROBLEM SOLVING	170 ±3	
		N = 49 S.G.=167 Q.P.=192
SCIENCE	153 ±2	
Life Science	156 ±1	
Earth Science	160 ±2	
Physical Science	161 ±1	
Process Skills	158 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 50 S.G.=168 Q.P.=193
SOCIAL STUDIES	151 ±2	
Geog Regions	153 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	160 ±1	
Skills	151 ±4	
		N = 50 S.G.=170 Q.P.=195
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	167 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	178 ±2	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 50 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of
Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

205

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

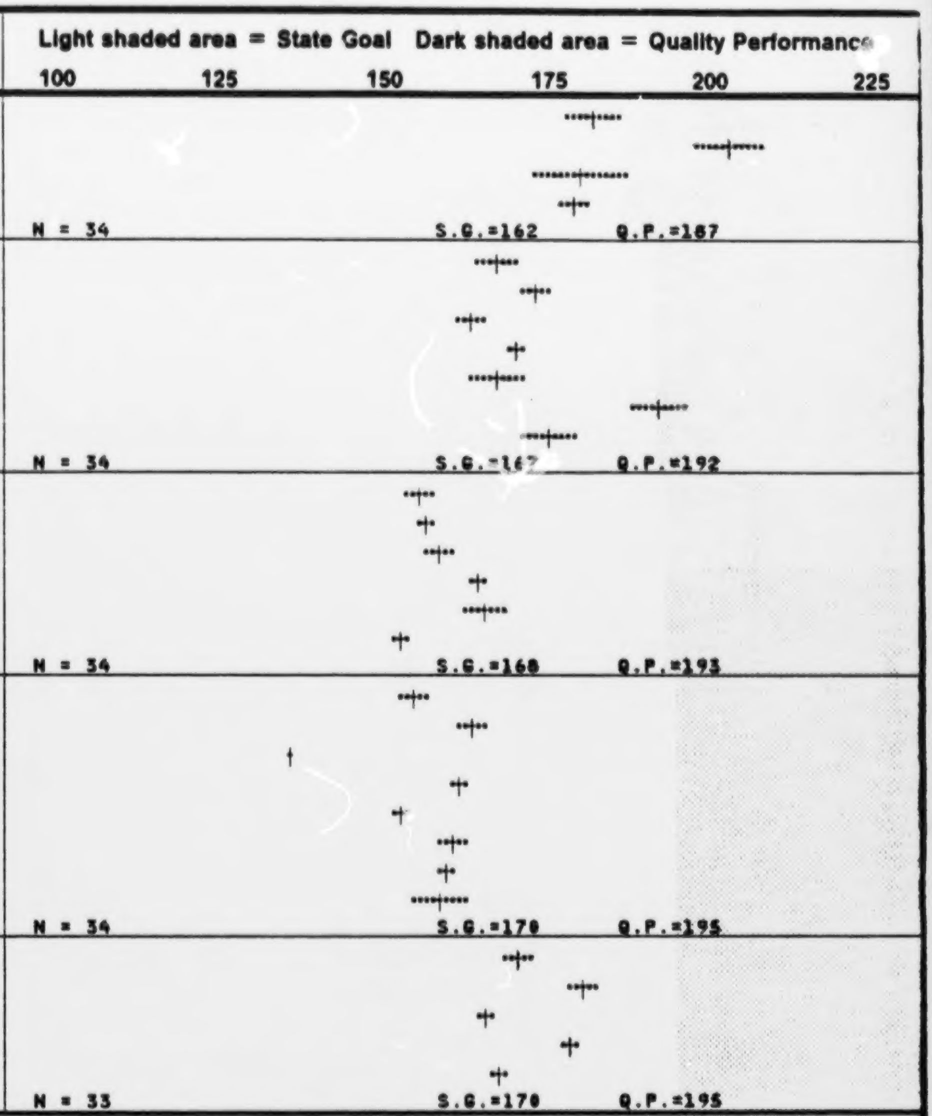
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BETHUNE ELEM
School Code: 1052

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	182 ±4
Literal Comp	203 ±5
Infer & Crit Comp	180 ±7
Reference & Study	179 ±2
MATHEMATICS	167 ±3
Numbers & Num Rel	173 ±2
Operations & Comp	163 ±2
Geometry	170 ±1
Measurement	167 ±4
Prob & Stat	192 ±4
PROBLEM SOLVING	175 ±4
SCIENCE	155 ±2
Life Science	156 ±1
Earth Science	158 ±2
Physical Science	164 ±1
Process Skills	165 ±3
Env/Sci/Tech/Soc	152 ±1
SOCIAL STUDIES	154 ±2
Geog Regions	163 ±2
Canada Hist/Geog	135 ±0
U.S. pre-1791	161 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	160 ±2
U.S. 1932-present	159 ±1
Skills	158 ±4
HEALTH	170 ±2
Sfty/Prs/Mntl Hlth	180 ±2
Nutrition	165 ±1
Substance Abuse	178 ±1
Growth, Dev & Fam	167 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

206

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 BETHUNE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	64	46	24	28	44	
02	54	36	57	34	74	
03	47	50	33	17	17	
04	44	14	28	28	23	
05	32	26	29	24	44	
School Total	241	36	34	26	41	15
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	64	54	38	41	41	
02	54	47	45	53	37	
03	47	50	44	32	26	
04	44	29	46	47	52	
05	32	49	33	26	47	
School Total	241	46	41	40	40	
Elem. 1-5 Schools	23,687	67	60	59	56	-3

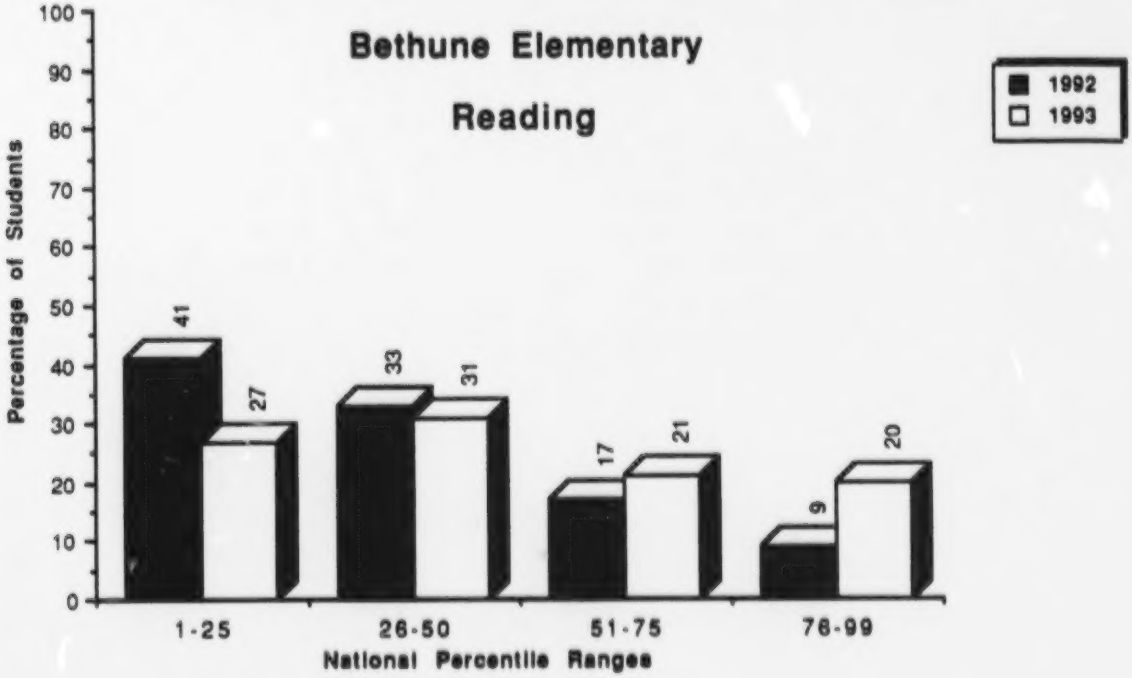
* Difference = 1993 - 1992

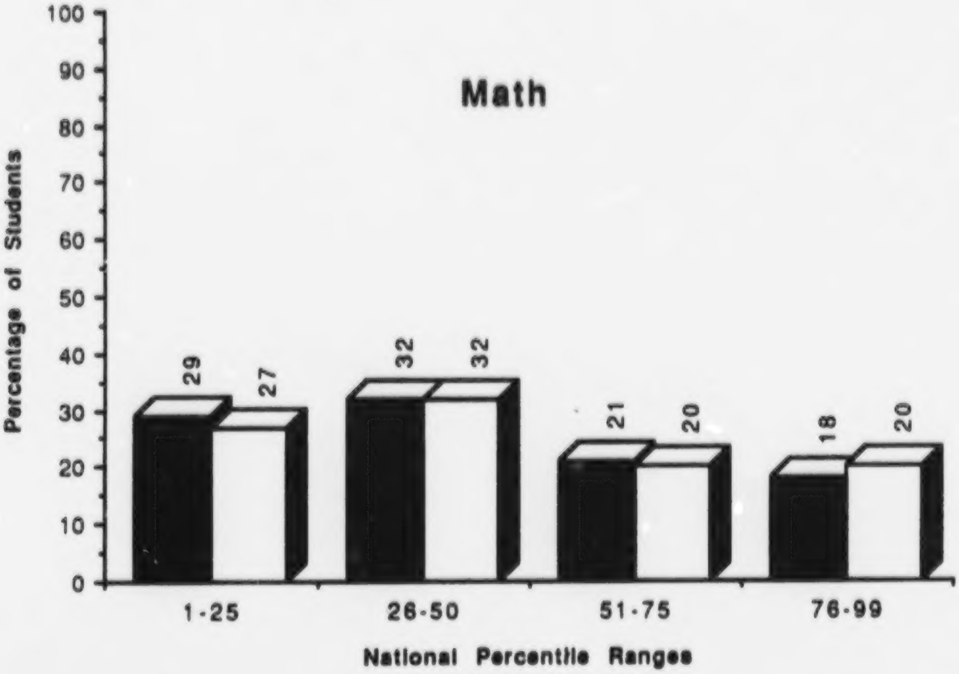
SCHOOL: 43063 BETHUNE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	58	25	43	58	22	38
02	48	35	73	48	17	35
03	44	7	16	44	11	25
04	42	10	24	42	22	52
05	30	13	43	30	13	43
SCHOOL TOTAL	222	90	41	222	85	38
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	30	35	61	26	28	41	39	-2
03 SWP	25	31	31		15	39	30	-9
04 SWP	31	29	37	8	27	34	43	9
05 SWP	18	35	39	4	14	33	33	

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	16	29	47	18	11	34	34	
03	16	26	27	1	10	47	33	-14
04	8	16	37	21	7	21	37	16
05	9	29	36	7	8	26	28	2

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 BETHUNE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	66	100					66
	System	5,184	95			294	5	5,478
01	School	60	88	1	1	7	10	68
	System	4,879	89	202	4	408	7	5,489
02	School	50	88	3	5	4	7	57
	System	4,527	91	257	5	185	4	4,969
03	School	46	90	3	6	2	4	51
	System	4,598	92	260	5	113	2	4,971
04	School	42	82	7	14	2	4	51
	System	4,608	94	227	5	82	2	4,917
05	School	30	79	8	21			38
	System	4,588	96	191	4	20		4,799
	School	294	89	22	7	15	5	331
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

BLALOCK
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

BLALOCK ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• Blalock completed its first year as a K-5 school in 1992-93 after many years of serving K-7 students. The student enrollment, which was about 500 when Bankhead Courts was a thriving housing community, dropped to 209 students in 1992-93.
	• A level of stability for instruction was maintained during 1992-93, as the vast majority of the students (96 percent) were on active roll for seven or more of nine attendance periods; transfers and withdrawals decreased from .36 to .25; class size averaged about 18 students; no students were reported to the system's suspension file; and student attendance of 95 percent was slightly higher than the average for students systemwide. Staff attendance of 97.3 was the same as the average for teachers systemwide.
	• Community-based preschool programs provided services to 77 percent of the kindergarten students prior to entering school. Another 8 percent attended the Atlanta Public Schools preschool program. Thus, the percentage of students entering kindergarten with no formal preschool experience was reduced to 15 percent.
	• Instructional support programs included Chapter I, Remedial Education, Program for Exceptional Children, computer-assisted instruction and other local projects and services.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?	• The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress. • The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 39 kindergarten students in five areas. The percentages of students receiving "yes" ratings on the five areas were: Communicative (95 percent), Logical/Mathematical (92 percent), Physical (100 percent), Personal (97 percent), and Social (97 percent). A range of 92 to 95 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 39 students showed the following number of students in each stage of writing development: Pictographic Writer (2), Scribble Writer (0), Invented Word Writer (2), Copier (6), New Word Writer (0), Phrase/Sentence Writer (4) and Simple Story Writer (25). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students demonstrated skills as Intermediate or Advanced Writers.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • For the fiction reading selection, second, fourth and fifth grade students improved their performance from Needs Improvement to the Adequate and Excellent categories. However, 81 percent of the third graders ended the year with performance in the Needs Improvement category. • For the nonfiction reading selection, the majority of the fourth and fifth grade students ended the year with performance in the Adequate category.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores did not meet the State Goal in any content area. However, performance met or exceeded the State Goal criterion for Literal Comprehension in 1992 and Reference and Study Skills in 1993; and three Mathematics strands (Geometry, Measurement, and Probability and Statistics) for 1992 and 1993. Additional strands at the State Goal level in 1993 were Numbers and Number Relations, Operations and Computations, and Citizenship.
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal performance level in the content areas of Language Arts/Reading, Mathematics and Health. One Language Arts strand, Literal Comprehension, met the Quality Performance level for both years. The Probability and Statistics strand was at Quality Performance for 1993.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• As a K-7 school in 1992, the percentages scoring at or above the national norm were 31 for reading and 42 percent for mathematics. • Total school performance on the ITBS for 1993 was 27 percent for reading and 35 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 were as follows: Grade 1 - 74 percent for Reading; 89 percent for Mathematics Grade 2 - 24 percent for Reading; 12 percent for Mathematics Grade 3 - 7 percent for Reading; 8 percent for Mathematics Grade 4 - 6 percent for Reading; 23 percent for Mathematics Grade 5 - 30 percent for Reading; 48 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Ninety-six percent of Blalock's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. The stable group of students contributed to the reading achievement, but scored lower than the total group for mathematics.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading achievement and the same relative level for mathematics.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
A. Chapter I - Traditional Program	• Blalock implemented the traditional Chapter I Program in which students in grades 4 and 5 made achievement gains of 5 to 21 NCE points. Second and third grade students showed a decrease for both reading and mathematics. • Chapter I students systemwide showed NCE gains of 1 to 6 NCE points for reading and 2 to 7 NCE points for mathematics. Grade 3 students decreased one NCE point for mathematics.
B. Remedial Education Program (REP)	• Similar to Chapter I results, REP students in grades 4 and 5 made achievement gains, while students in grades 2 and 3 showed a decrease for both reading and mathematics. • REP students systemwide gained 2 to 7 NCE points for reading and 2 to 5 NCE points for mathematics. Second grade reading remained at the same level and third grade mathematics decreased.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 92 to 100 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 92 percent were promoted. Eight percent were retained. • For total school in 1993, 97 percent were promoted, 1 percent were administratively placed and 2 percent were retained. Systemwide, 93 percent were promoted, 4 percent were administratively placed, and 4 percent were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BLALOCK ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	399	352	209	-143	-40.6	-190	-47.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	200	96	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	9	4	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	13	6	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	5	2	3873	12
MOBILITY INDEX	.25		.38	
3. PUPIL-TEACHER RATIO	17.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	122	58	15734	50
CHAPTER I MATH	64	31	14903	47
REP READING	67	32	4384	14
REP MATH	64	31	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	3	8	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	30	77	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	6	15	2391	45
FIRST GRADE - APS K-GARTEN	34	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	6	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.1		94.4
1991-92		93.7		94.1
1992-93		94.9		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.7		97.2
1991-92		97.2		97.4
1992-93		97.3		97.4

Blalock Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	92	93	93
III Physical	100	97	96
IV. Personal	97	94	92
V. Social	97	94	93
Total Number Reported	39	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	95	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	95	91	92
D. Demonstrates Emergent Literacy	92	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	95	90	91
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	92	93	93
D. Extends Patterns	92	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BLALOCK ELEMENTARY SCHOOL 43077

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	2	5.1
STAGE 3: INVENTED WORD WRITER	2	5.1
STAGE 4: COPIER	6	15.4
STAGE 6: PHRASE/SENTENCE WRITER	4	10.3
STAGE 7: SIMPLE STORY WRITER	25	64.1
TOTAL NUMBER	39	100.0

*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BLALOCK ELEMENTARY SCHOOL

				ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	5	17	6	20	7	23	12	40	30
POSTTEST	LEVEL	2	0	0	9	30	17	57	3	10	1	3	30
DIFFERENCE	LEVEL	2	0	0	4	13	11	37	-4	-13	-11	-37	
PRETEST	LEVEL	3	0	0	0	0	6	17	14	39	16	44	36
POSTTEST	LEVEL	3	0	0	0	0	3	8	4	11	29	81	36
DIFFERENCE	LEVEL	3	0	0	0	0	-3	-9	-10	-28	13	37	
PRETEST	LEVEL	4	7	23	12	39	7	23	2	6	3	10	31
POSTTEST	LEVEL	4	13	42	10	32	5	16	3	10	0	0	31
DIFFERENCE	LEVEL	4	6	19	-2	-7	-2	-7	1	4	-3	-10	
PRETEST	LEVEL	5	0	0	4	16	10	40	5	20	6	24	25
POSTTEST	LEVEL	5	4	16	6	24	6	24	8	32	1	4	25
DIFFERENCE	LEVEL	5	4	16	2	8	-4	-16	3	12	-5	-20	
			7	6	21	17	29	24	28	23	37	30	122
			17	14	25	20	31	25	18	15	31	25	122
			10	8	4	3	2	1	-10	-8	-6	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BLALOCK ELEMENTARY SCHOOL

		ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	7	23	11	35	11	35	1	3	1	3	31
POSTTEST LEVEL 4	6	19	14	45	5	16	3	10	3	10	31
DIFFERENCE LEVEL 4	-1	-4	3	10	-6	-19	2	7	2	7	
PRETEST LEVEL 5	0	0	1	5	5	24	2	10	13	62	21
POSTTEST LEVEL 5	0	0	4	19	7	33	2	10	8	38	21
DIFFERENCE LEVEL 5	0	0	3	14	2	9	0	0	-5	-24	
	7	13	12	23	16	31	3	6	14	27	52
	6	12	18	35	12	23	5	10	11	21	52
	-1	-1	6	12	-4	-8	2	4	-3	-6	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

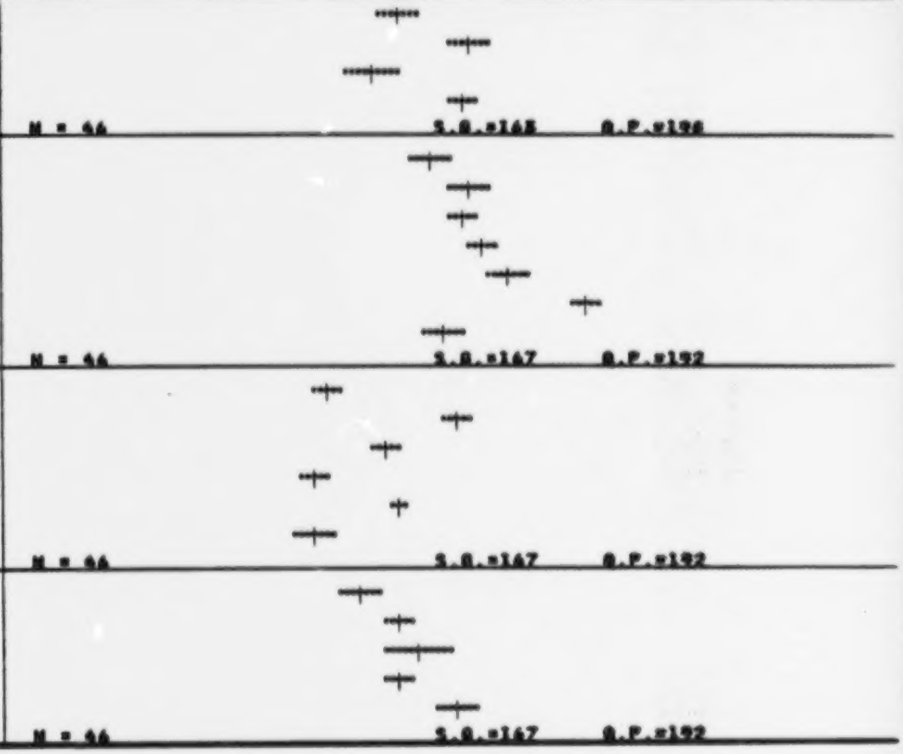
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BLALOCK,ALFRED ELEM
School Code: 4052

Date Printed: 24NOV92
REVISED (Social Studies ONL

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	152 ±3
Literal Comp	163 ±3
Infer & Crit Comp	148 ±4
Reference & Study	162 ±2
MATHEMATICS	157 ±3
Numbers & Num Rel	163 ±3
Operations & Comp	162 ±2
Geometry	165 ±2
Measurement	169 ±3
Prob & Stat	181 ±2
PROBLEM SOLVING	159 ±3
SCIENCE	141 ±2
Life Science	161 ±2
Earth Science	150 ±2
Physical Science	139 ±2
Process Skills	152 ±1
Env/Sci/Tech/Soc	139 ±3
SOCIAL STUDIES	146 ±3
Communities	152 ±2
Citizenship	155 ±5
American Heritage	152 ±2
Skills	161 ±3



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

338

ǂ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

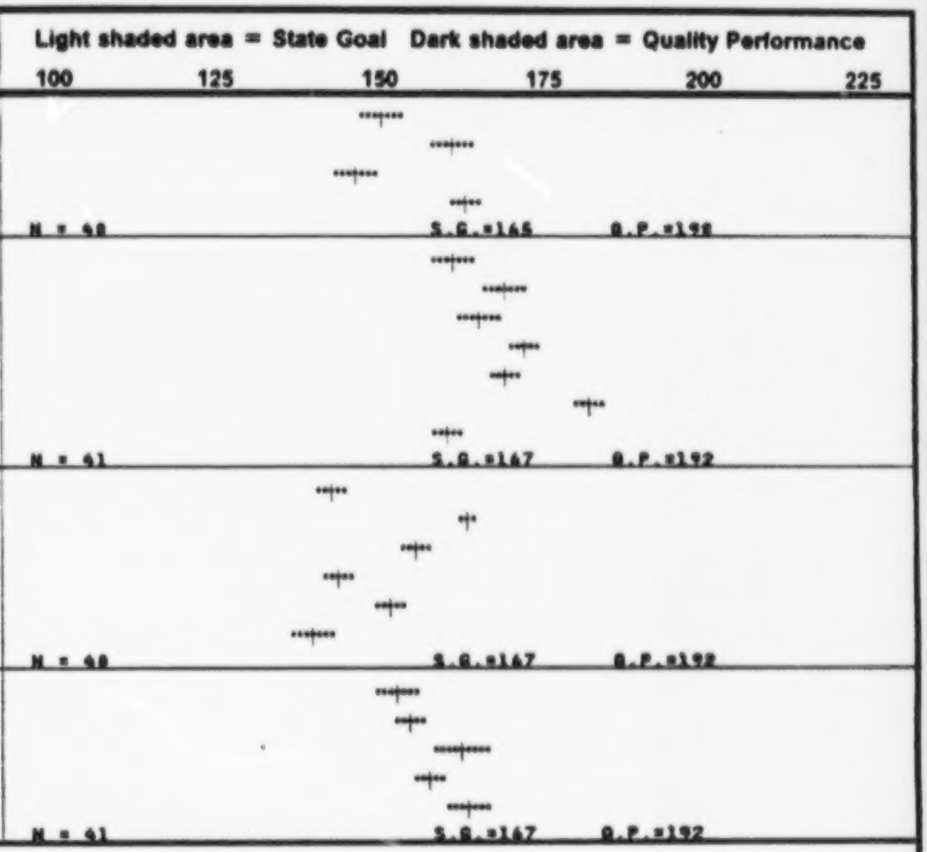
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BLALOCK,ALFRED ELEM
School Code: 4052

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	150 ±3
Literal Comp	161 ±3
Infer & Crit Comp	146 ±3
Reference & Study	163 ±2
MATHEMATICS	161 ±3
Numbers & Num Rel	169 ±3
Operations & Comp	165 ±3
Geometry	172 ±2
Measurement	169 ±2
Prob & Stat	182 ±2
PROBLEM SOLVING	160 ±2
SCIENCE *	142 ±2
Life Science	163 ±1
Earth Science	155 ±2
Physical Science	143 ±2
Process Skills	151 ±2
Env/Sci/Tech/Soc	139 ±3
SOCIAL STUDIES	152 ±3
Communities	154 ±2
Citizenship	162 ±4
American Heritage	157 ±2
Skills	163 ±3



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

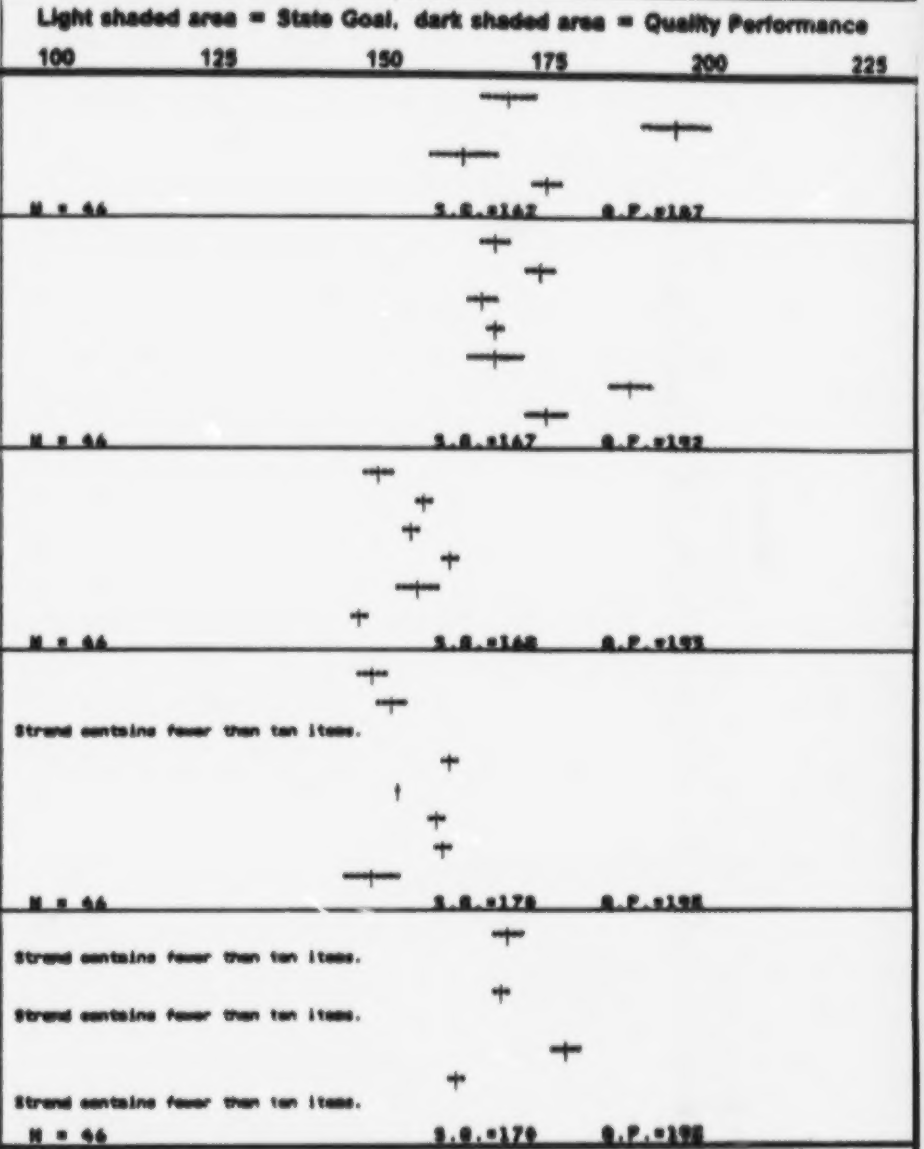
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BLALOCK,ALFRED ELEM
School Code: 4052

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	169 ±4	
Literal Comp	195 ±5	
Infer & Crit Comp	162 ±5	
Reference & Study	175 ±2	
MATHEMATICS	167 ±2	
Numbers & Num Rel	174 ±2	
Operations & Comp	165 ±2	
Geometry	167 ±1	
Measurement	167 ±4	
Prob & Stat	188 ±3	
PROBLEM SOLVING	175 ±3	
SCIENCE	149 ±2	
Life Science	156 ±1	
Earth Science	154 ±1	
Physical Science	160 ±1	
Process Skills	155 ±3	
Env/Sci/Tech/Soc	146 ±1	
SOCIAL STUDIES	148 ±2	
Geog Regions	151 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	159 ±1	
Skills	148 ±4	
HEALTH	169 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	178 ±2	
Growth, Dev & Fam	161 ±1	
Mental Health	No report	Strand contains fewer than ten items.



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

340

† = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

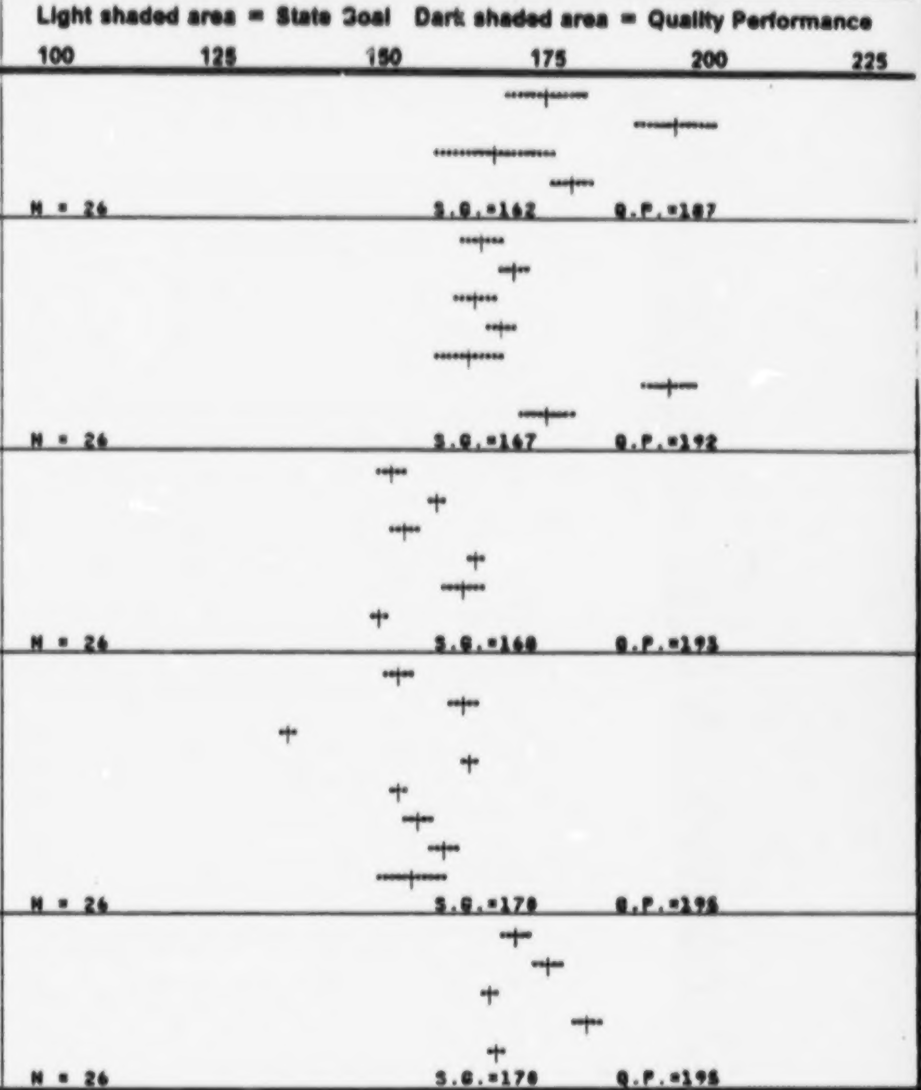
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BLALOCK,ALFRED ELEM
School Code: 4052

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	175 ±6
Literal Comp	195 ±6
Infer & Crit Comp	167 ±9
Reference & Study	179 ±3
MATHEMATICS	165 ±3
Numbers & Num Rel	170 ±2
Operations & Comp	164 ±3
Geometry	168 ±2
Measurement	163 ±5
Prob & Stat	194 ±4
PROBLEM SOLVING	175 ±4
SCIENCE	151 ±2
Life Science	158 ±1
Earth Science	153 ±2
Physical Science	164 ±1
Process Skills	162 ±3
Env/Sci/Tech/Soc	149 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	162 ±2
Canada Hist/Geog	135 ±1
U.S. pre-1791	163 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	155 ±2
U.S. 1932-present	159 ±2
Skills	154 ±5
HEALTH	170 ±2
Sfty/Prs/Mntl Hlth	175 ±2
Nutrition	166 ±1
Substance Abuse	181 ±2
Growth, Dev & Fam	167 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 BLALOCK ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	35	72	43	56	74	
02	33	16	15	33	24	
03	42	23	39	18	7	
04	35	39	28	12	6	
05	27	19	24	39	30	
06		37	19	32		
07		48	42	21		
School Total	172	37	30	31	27	-4
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	35	80	46	56	89	
02	33	50	40	63	12	
03	40	44	45	16	8	
04	35	43	43	33	23	
05	27	45	29	39	48	
06		37	33	37		
07		65	47	45		
School Total	170	52	41	42	35	-7
Elem 1-5 Schools	23,687	67	60	59	56	-3

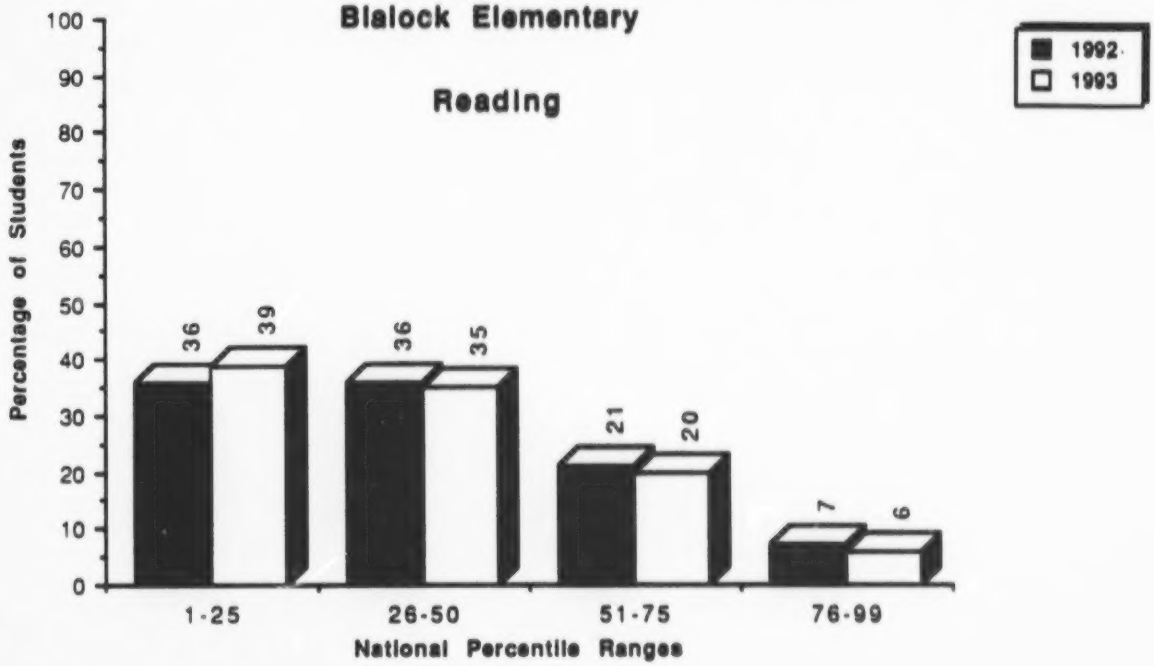
* Difference = 1993 - 1992

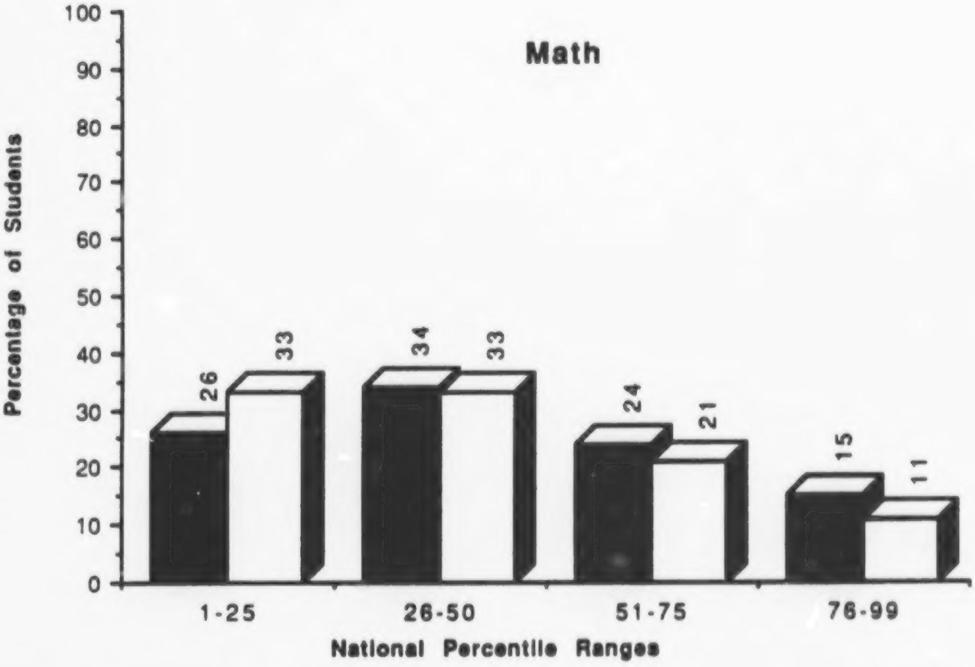
SCHOOL: 43077 BLALOCK ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	32	24	75	32	28	88
02	31	7	23	31	3	10
03	41	3	7	39	3	8
04	33	1	3	33	7	21
05	25	8	32	25	12	48
SCHOOL TOTAL	162	43	27	160	53	33
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	10	35	22	-13	9	38	22	-16
03 Non SWP	28	32	27	-5	18	44	35	-9
04 Non SWP	24	34	39	5	28	31	39	8
05 Non SWP	23	36	41	5	6	28	49	21

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	11	40	23	-17	9	42	23	-19
03	14	29	24	-5	11	40	30	-10
04	25	33	38	5	26	33	41	8
05	14	33	40	7	14	43	51	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

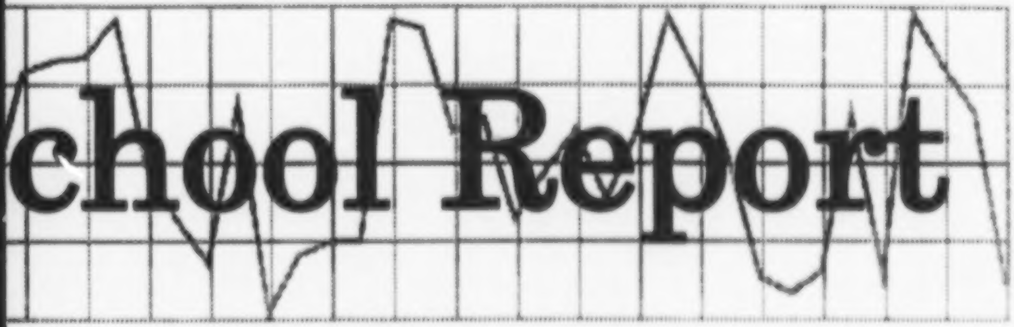
8/04/93 BLALOCK ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	36	92			3	8	39
	System	5,184	95			294	5	5,478
01	School	33	94	2	6			35
	System	4,879	89	202	4	408	7	5,489
02	School	33	100					33
	System	4,527	91	257	5	185	4	4,969
03	School	42	100					42
	System	4,598	92	260	5	113	2	4,971
04	School	33	97			1	3	34
	System	4,608	94	227	5	82	2	4,917
05	School	26	100					26
	System	4,588	96	191	4	20		4,799
	School	203	97	2	1	4	2	209
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

BURGESS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

BURGESS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Student enrollment declined over a three-year period. • The mobility index of .32 for Burgess was lower than the system index (.38). However, 16 percent of the students were enrolled at Burgess less than seven attendance periods. • Twenty-nine percent of the kindergarten students attended the preschool program based at Burgess. However, 50 percent of the kindergarten students entered school with no preschool experience. • All but one first grade student previously had attended kindergarten. • Student attendance decreased slightly and was the same as the system average. • Staff attendance increased to 98.7 percent and remained above the system average.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Over 90 percent of the kindergarten students demonstrated overall capability in the five major areas assessed by GKAP. Within the Logical-Mathematical Capability, special attention may be needed in the area of Sorting Sets of Objects.
B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, approximately 80 percent of the kindergarten students were Stage 6, Phrase/Sentence Writers or above. The majority of students were at Stage 7, Simple Story Writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• At the end of the year, more students were in the Lower Adequate and Needs Improvement categories than at the beginning of the year. The only grade level with an increased number of students scoring in the Excellent category at the end of the year was grade 4 in the area of fiction.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) **Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, grade 3 students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. Strands for which the state goal was met or exceeded both years included all strands in the areas of Language Arts and Mathematics, the Life Science strand in the area of Science and the Citizenship strand in the area of Social Studies. Quality performance was indicated in the Probability and Statistics strand (Mathematics) in 1992 only.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	• Taking into account the standard error, students' scores in grade 5 met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts. The state goal also was met or exceeded in the area of Mathematics in 1992 and in the area of Health in 1993. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Numbers and Number Relationships, Probability and Statistics, Geometry, and Problem Solving (Mathematics) and Substance Abuse (Health). Quality performance was indicated in the area of Language Arts in 1992 only, and in the Literal Comprehension strand and the Probability and Statistics strand in both 1992 and 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a 5-point decrease in the percentage of students scoring at or above the national norm in reading. Overall, 57 percent of the students had scores at or above the national norm. In mathematics, there was a 6-point increase in the percentage of students scoring at or above the national norm. In both reading and mathematics, first grade had the lowest percentage of students meeting this goal.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: (continued)	
B. Students who attended the school for seven or more attendance periods?	• When compared to the performance of the entire student body tested, the achievement level of students enrolled at least seven attendance periods was slightly higher in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In reading, the biggest shift in student performance from 1992 to 1993 was the decrease in the percentage of students with scores in the third quadrant (51st to 75th percentile range). In mathematics, the greatest increase was in the percentage of students with scores in the highest quadrant (76th to 99th percentile range) and the greatest decrease was in the lowest quadrant (1st to 25th percentile range).
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Students receiving services through the Chapter I Program made NCE gains in reading and mathematics at all grade levels. Overall, these gains were greater than those made by similar Chapter I students systemwide.
B. Remedial Education Program (REP)	• Similarly, the NCE gains made by REP students at Burgess were greater than those made by REP students systemwide in all grade levels in both reading and mathematics.

Critical Questions	**Findings**
VI. Progression Status How did the school's progression status compare to that of the system?	• Overall, 92 percent of the students were promoted to the next grade as compared to 93 percent systemwide. The largest percentage of retained students was in the first grade.

CV:sm - SR#12
Department of Research and Evaluation
October 26, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
BURGESS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	232	211	203	-8	-3.8	-29	-12.5
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	170	84	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	33	16	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	48	24	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	23	11	3873	12
MOBILITY INDEX	.32		.38	
3. PUPIL-TEACHER RATIO	22.6		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	39	19	15734	50
CHAPTER I MATH	17	8	14903	47
REP READING	27	13	4384	14
REP MATH	13	6	3768	12
BILINGUAL	1	0	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	12	29	291	5
K-GARTEN - HEAD START	2	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	7	17	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	50	2391	45
FIRST GRADE - APS K-GARTEN	32	89	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	8	481	9
FIRST GRADE - NO K-GARTEN	1	3	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	95.4	94.4
1991-92	94.4	94.1
1992-93	94.2	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.7	97.2
1991-92	97.6	97.4
1992-93	98.7	97.4

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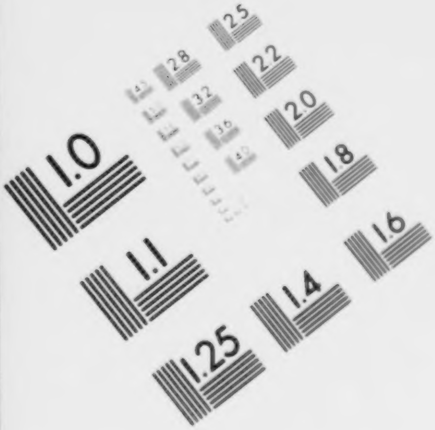
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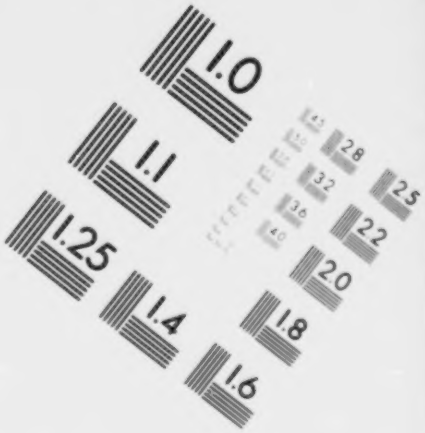
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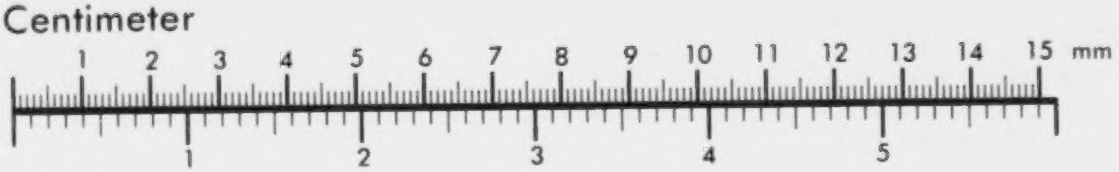
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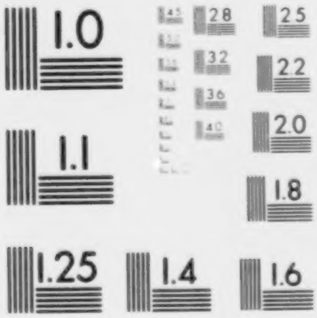
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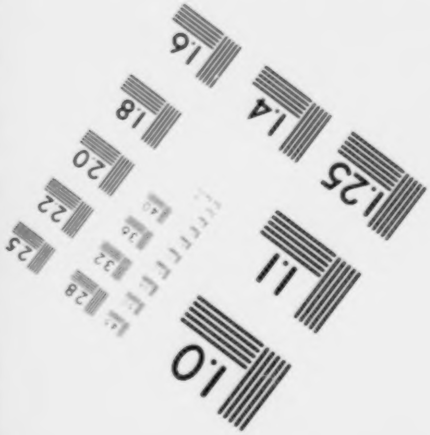
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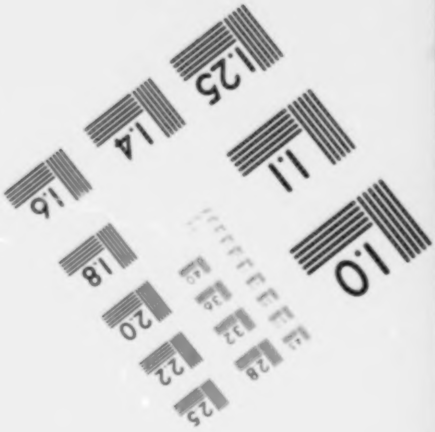
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BY APPLIED IMAGE, INC.

Burgess Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	95	93	93
III. Physical	100	97	96
IV. Personal	91	94	92
V. Social	93	94	93
Total Number Reported	43	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	95	93	92
B. Processes Auditory Information	93	92	92
C. Communicates Orally	91	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	84	90	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

370

371

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
BURGESS ELEMENTARY SCHOOL 42119

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	6	14.0
STAGE 5: NEW WORD WRITER	3	7.0
STAGE 6: PHRASE/SENTENCE WRITER	3	7.0
STAGE 7: SIMPLE STORY WRITER	23	53.5
STAGE 8: INTERMEDIATE STORY WRITER	2	4.7
STAGE 9: ADVANCED STORY WRITER	6	14.0
TOTAL NUMBER	43	100.2

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking, and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: BURGESS ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	2	9	7	30	7	30	3	13	4	17	23
POSTTEST LEVEL 2	2	9	5	22	7	30	5	22	4	17	23
DIFFERENCE LEVEL 2	0	0	-2	-8	0	0	2	9	0	0	
PRETEST LEVEL 3	0	0	3	14	9	41	5	23	5	23	22
POSTTEST LEVEL 3	0	0	1	5	3	14	5	23	13	59	22
DIFFERENCE LEVEL 3	0	0	-2	-9	-6	-27	0	0	8	36	
PRETEST LEVEL 4	2	9	12	52	7	30	2	9	0	0	23
POSTTEST LEVEL 4	10	43	10	43	3	13	0	0	0	0	23
DIFFERENCE LEVEL 4	8	34	-2	-9	-4	-17	-2	-9	0	0	
PRETEST LEVEL 5	4	15	11	41	9	33	1	4	2	7	27
POSTTEST LEVEL 5	1	4	4	15	4	15	13	48	5	19	27
DIFFERENCE LEVEL 5	-3	-11	-7	-26	-5	-18	12	44	3	12	
	8	8	33	35	32	34	11	12	11	12	95
	13	14	20	21	17	18	23	24	22	23	95
	5	6	-13	-14	-15	-16	12	12	11	11	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: BURGESS ELEMENTARY SCHOOL

		EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
				UPPER		MIDDLE		LOWER				
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	5	22	8	35	6	26	4	17	0	0	23
POSTTEST	LEVEL 4	2	9	9	39	10	43	1	4	1	4	23
DIFFERENCE	LEVEL 4	-3	-13	1	4	4	17	-3	-13	1	4	
PRETEST	LEVEL 5	1	4	4	15	12	44	5	19	5	19	27
POSTTEST	LEVEL 5	0	0	3	11	6	22	11	41	7	26	27
DIFFERENCE	LEVEL 5	-1	-4	-1	-4	-6	-22	6	22	2	7	
		6	12	12	24	18	36	9	18	5	10	50
		2	4	12	24	16	32	12	24	8	16	50
		-4	-8	0	0	-2	-4	3	6	3	6	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

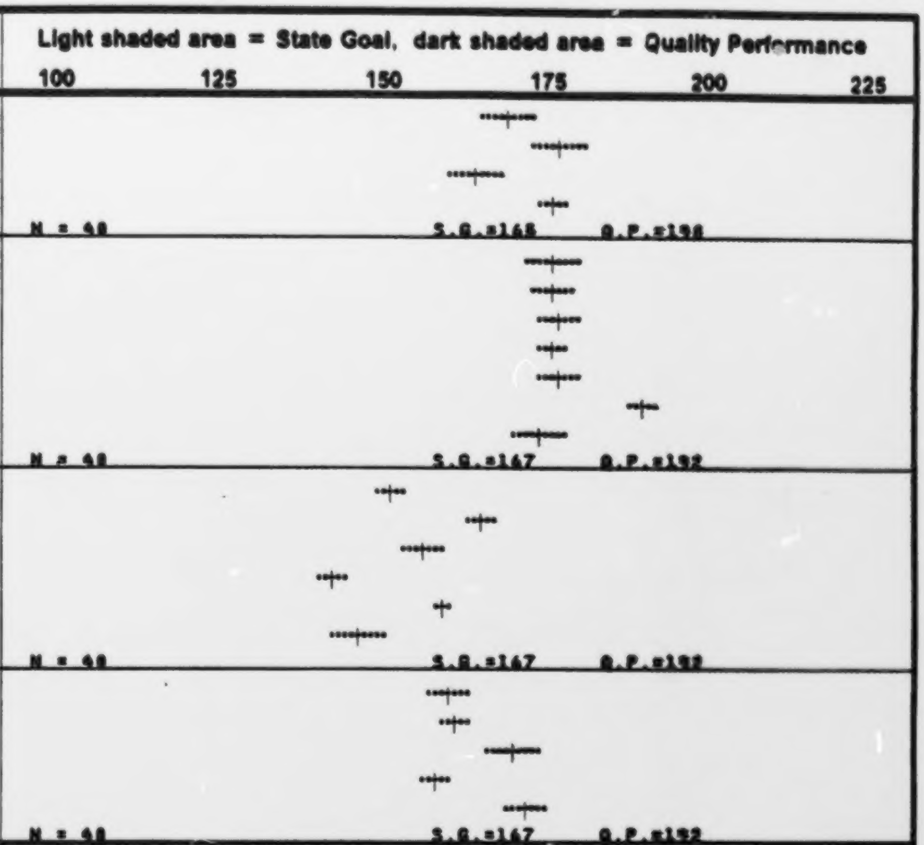
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BURGESS ELEM
School Code: 1054

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	169 ±4
Literal Comp	177 ±4
Infer & Crit Comp	164 ±4
Reference & Study	176 ±2
MATHEMATICS	176 ±4
Numbers & Num Rel	176 ±3
Operations & Comp	177 ±3
Geometry	176 ±2
Measurement	177 ±3
Prob & Stat	190 ±2
PROBLEM SOLVING	174 ±4
SCIENCE	151 ±2
Life Science	165 ±2
Earth Science	156 ±3
Physical Science	142 ±2
Process Skills	159 ±1
Env/Sci/Tech/Soc	146 ±4
SOCIAL STUDIES	160 ±3
Communities	161 ±2
Citizenship	170 ±4
American Heritage	158 ±2
Skills	172 ±3


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

383

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

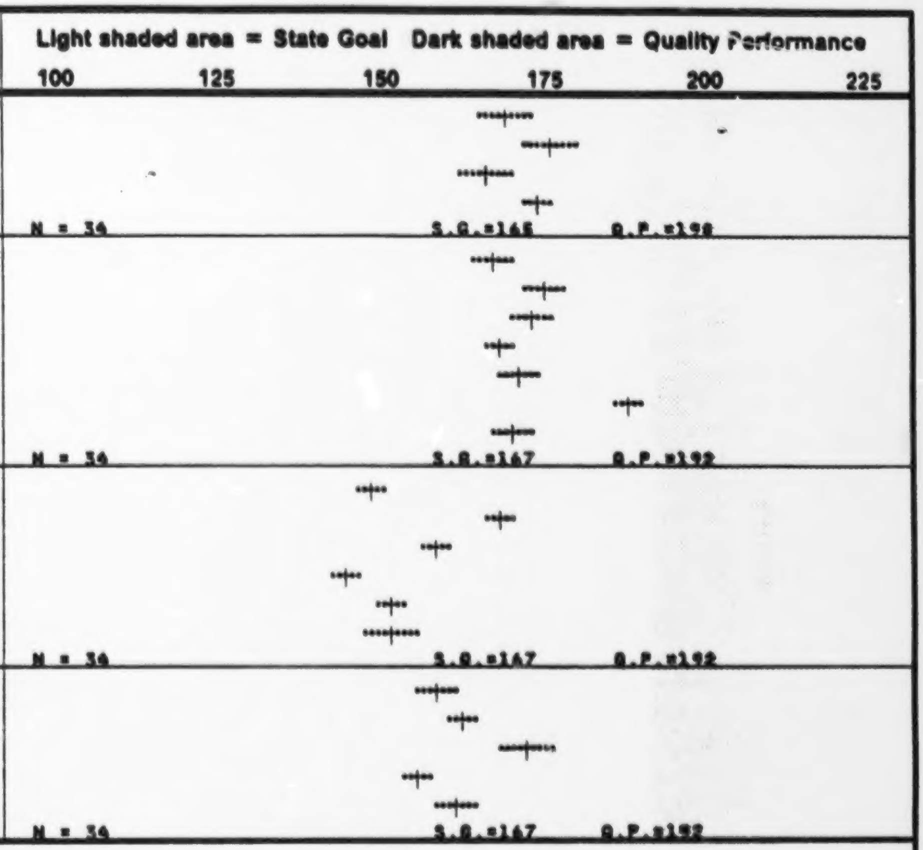
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: BURGESS ELEM
School Code: 1054

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	169 ±4
Literal Comp	176 ±4
Infer & Crit Comp	166 ±4
Reference & Study	174 ±2
MATHEMATICS	167 ±3
Numbers & Num Rel	175 ±3
Operations & Comp	173 ±3
Geometry	168 ±2
Measurement	171 ±3
Prob & Stat	188 ±2
PROBLEM SOLVING	170 ±3
SCIENCE *	148 ±2
Life Science	168 ±2
Earth Science	158 ±2
Physical Science	144 ±2
Process Skills	151 ±2
Env/Sci/Tech/Soc	151 ±4
SOCIAL STUDIES	158 ±3
Communities	162 ±2
Citizenship	172 ±4
American Heritage	155 ±2
Skills	161 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

384

GEORGIA CURRICULUM BASED ASSESSMENT

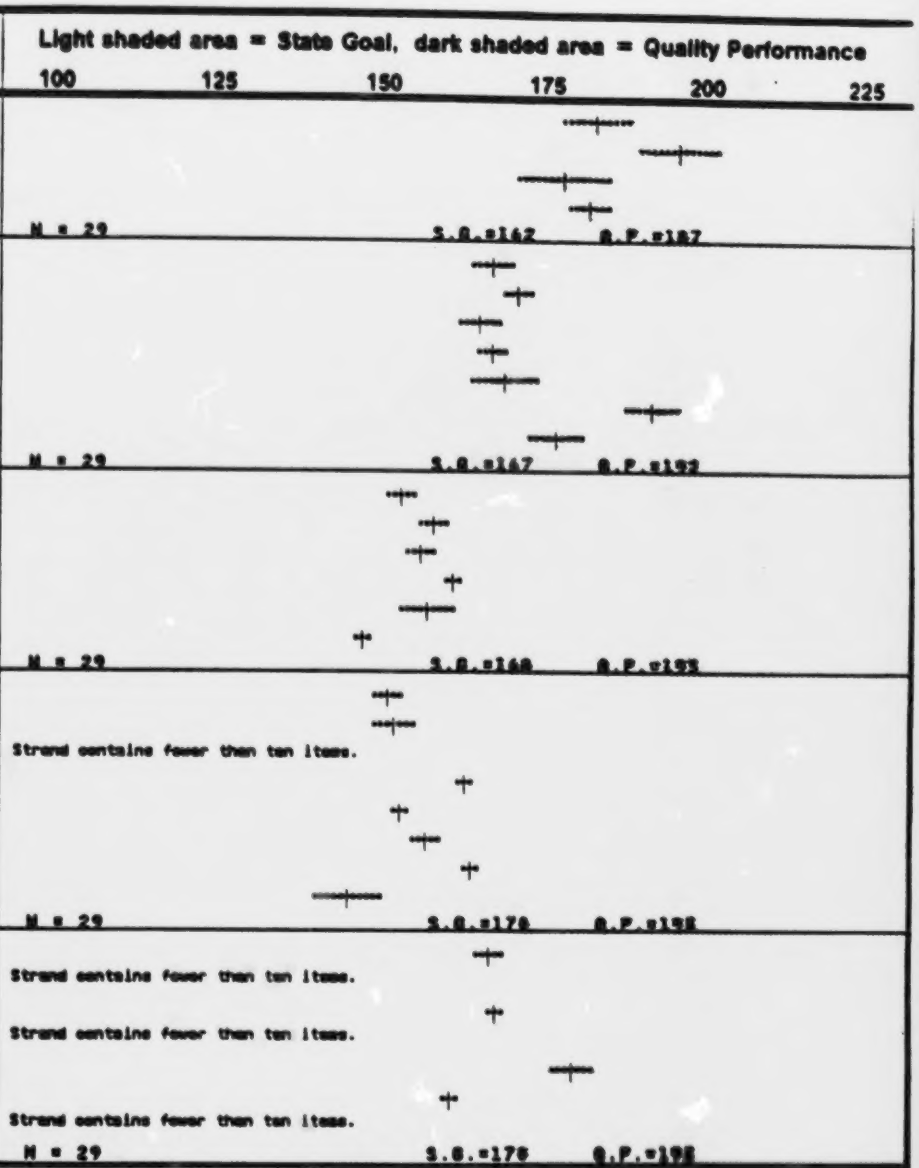
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BURGESS ELEM
School Code: 1054

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	183 ±5	
Literal Comp	196 ±6	
Infer & Crit Comp	178 ±7	
Reference & Study	182 ±3	
MATHEMATICS	167 ±3	
Numbers & Num Rel	171 ±2	
Operations & Comp	165 ±3	
Geometry	167 ±2	
Measurement	169 ±5	
Prob & Stat	192 ±4	
PROBLEM SOLVING	177 ±4	
SCIENCE	153 ±2	
Life Science	158 ±2	
Earth Science	156 ±2	
Physical Science	161 ±1	
Process Skills	157 ±4	
Env/Sci/Tech/Soc	147 ±1	
SOCIAL STUDIES	151 ±2	
Geog Regions	152 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	163 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	157 ±2	
U.S. 1932-present	164 ±1	
Skills	145 ±5	
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	180 ±3	
Growth, Dev & Fam	161 ±1	
Mental Health	No report	Strand contains fewer than ten items.



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

385

┼ = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

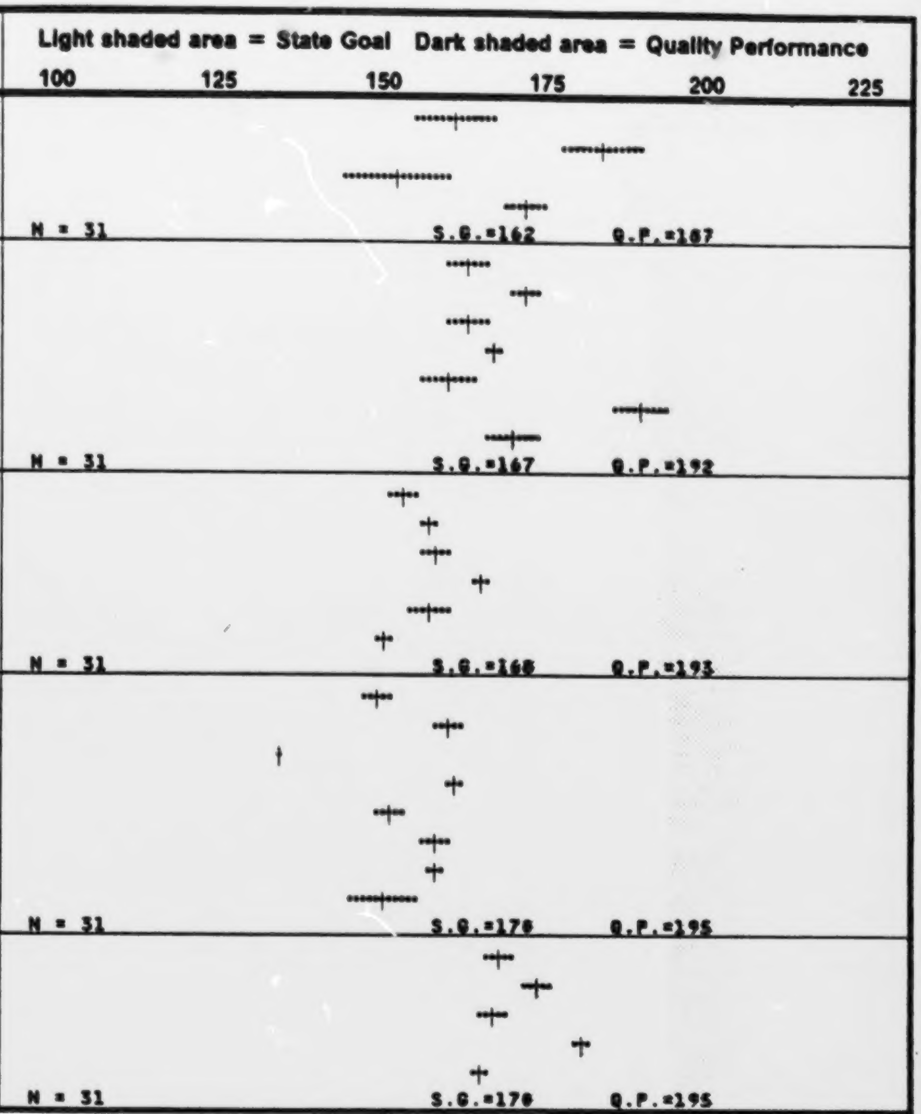
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: BURGESS ELEM
School Code: 1054

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	161 ±6
Literal Comp	184 ±6
Infer & Crit Comp	152 ±8
Reference & Study	172 ±3
MATHEMATICS	163 ±3
Numbers & Num Rel	172 ±2
Operations & Comp	163 ±3
Geometry	167 ±1
Measurement	160 ±4
Prob & Stat	190 ±4
PROBLEM SOLVING	170 ±4
SCIENCE	153 ±2
Life Science	157 ±1
Earth Science	158 ±2
Physical Science	165 ±1
Process Skills	157 ±3
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	149 ±2
Geog Regions	160 ±2
Canada Hist/Geog	134 ±0
U.S. pre-1791	161 ±1
U.S. 1791-1875	151 ±2
U.S. 1875-1932	158 ±2
U.S. 1932-present	158 ±1
Skills	150 ±5
HEALTH	168 ±2
Sfty/Prs/Mntl Hlth	174 ±2
Nutrition	167 ±2
Substance Abuse	181 ±1
Growth, Dev & Fam	165 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

386

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	39	85	69	37	31	
02	28	65	80	82	61	
03	31	84	81	56	42	
04	24	59	75	70	63	
05	30	77	76	72	100	
School Total	152	74	76	62	57	-5
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	39	87	72	16	31	
02	28	100	98	100	93	
03	31	92	89	59	65	
04	24	52	78	53	58	
05	30	96	69	83	100	
School Total	152	83	81	61	67	6
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42119 BURGESS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	34	11	32	34	11	32
02	23	14	61	23	21	91
03	25	12	48	25	17	68
04	23	14	61	23	14	61
05	26	26	100	26	26	100
SCHOOL TOTAL	131	77	59	131	89	68
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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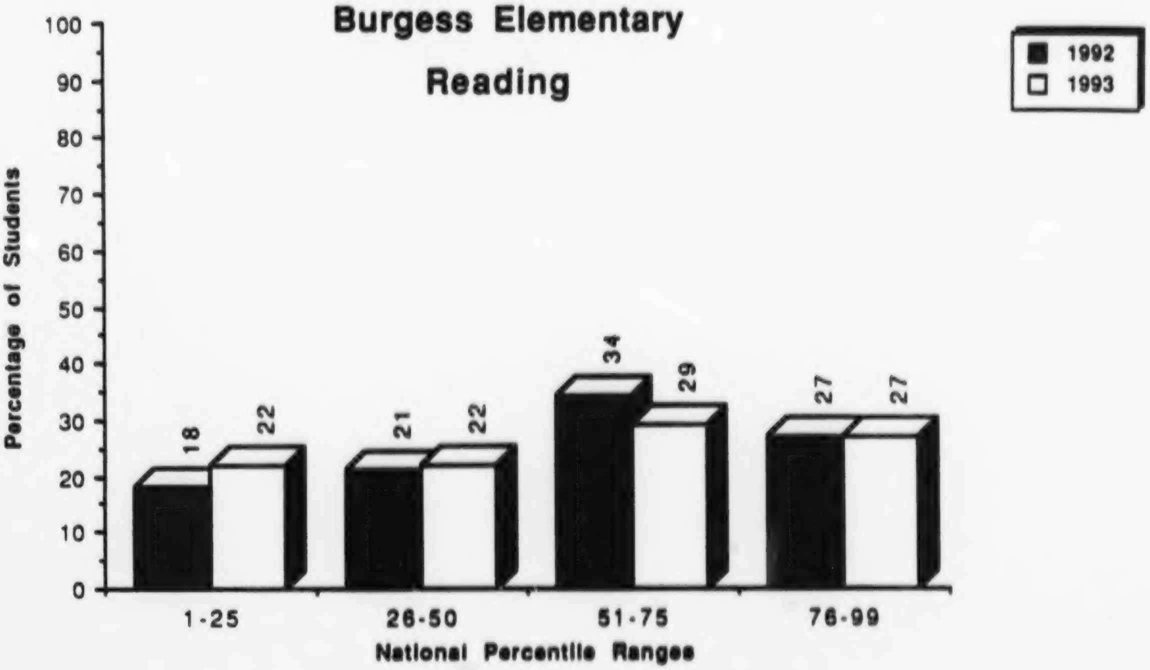
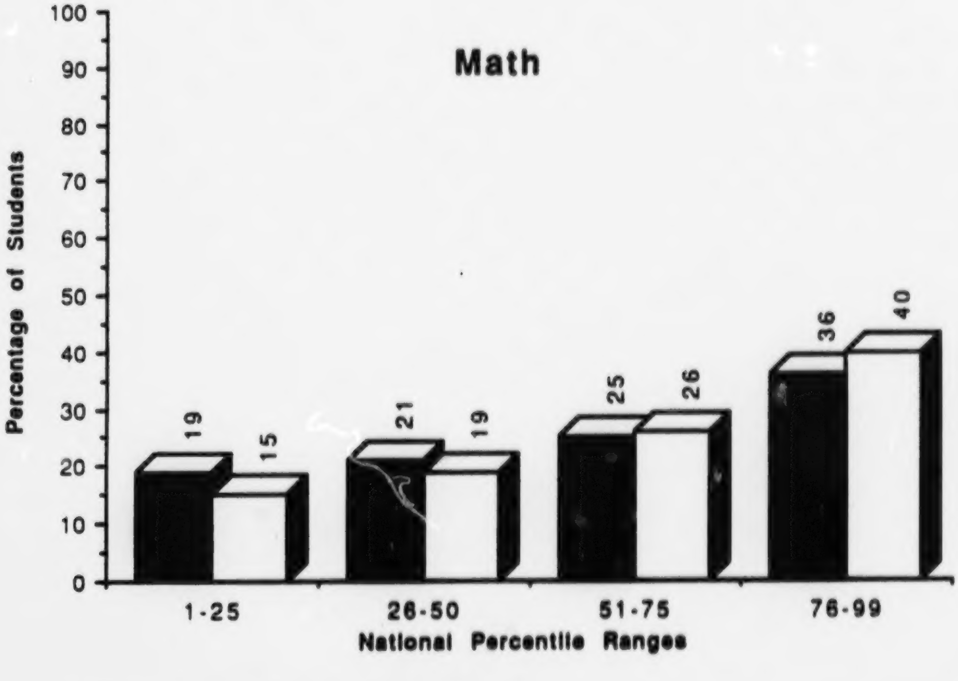
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

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Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	13	36	41	5	17	32	69	37
03 Non SWP	9	27	44	17	4	33	58	25
04 Non SWP	7	41	49	8	7	37	38	1
05 Non SWP	8	41	64	23	12	37	67	30

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	8	38	44	6	4	40	75	35
03	6	24	42	18	2	31	49	18
04	7	41	49	8	3	37	48	11
05	8	41	64	23	6	34	61	27

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

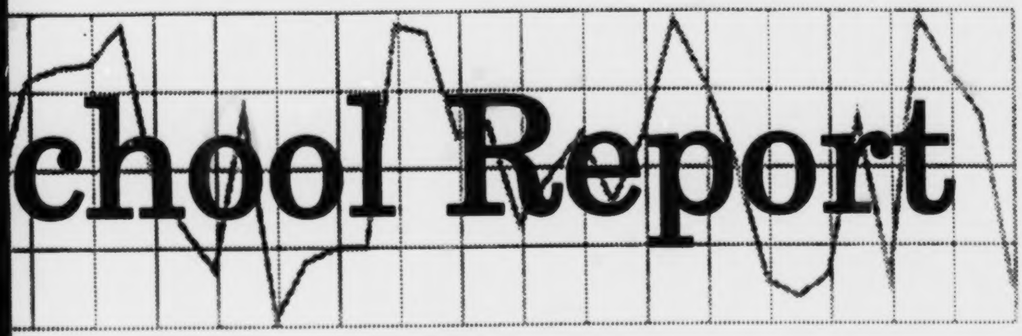
8/04/93 BURGESS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	41	95			2	5	43
	System	5,184	95			294	5	5,478
01	School	31	74	2	5	9	21	42
	System	4,879	89	202	4	408	7	5,489
02	School	24	86	2	7	2	7	28
	System	4,527	91	257	5	185	4	4,969
03	School	35	100					35
	System	4,598	92	260	5	113	2	4,971
04	School	24	100					24
	System	4,608	94	227	5	82	2	4,917
05	School	31	100					31
	System	4,588	96	191	4	20		4,799
	School	186	92	4	2	13	6	203
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

CAPITOL VIEW
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

CAPITOL VIEW ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• Active enrollment has decreased by 7.8 percent over a 3-year period compared to a decrease of 5.3 percent for the system. • Eighty-five percent of the pupils at the school were on active roll for seven or more attendance periods compared to 87 percent for the system. • Only forty percent of the kindergarten pupils had from zero to 6 months of pre-school experiences. • Pupil attendance was slightly lower than that for the system in FY '93; however, certified staff attendance was higher than that for the system.
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and key indicators showed percentages of 93 to 100 receiving "yes" ratings; therefore, no capabilities or indicators suggested a need for attention.
B. What was the ending performance of kindergarten students in writing?	• Systemwide the majority of the students were in Stages 6 or 7 by the end of the year. At the school 72.7 percent of the kindergarten students were in those two stages and 13.7 percent were in the higher Stages 8 and 9.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 11 percent fewer students in the Lower Adequate/Needs Improvement Categories. There were 23 percent more students in the Upper/Middle Adequate Categories; however, there were 11 percent fewer students in the Excellent Category, and this may need attention. • For nonfiction matched scores there were 11 percent fewer students in the Lower Adequate/Needs Improvement Categories and 19 percent more students in the Upper/Middle Adequate Categories; however, there were 7 percent fewer students in the Excellent Category.

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics (1992 and 1993), and for Social Studies (1992). The scores also met or exceeded the state goal for both years on all three Reading strands; all six strands in Mathematics; the Life Science strand in Science; and the Citizenship and Skills strands in Social Studies. Additionally, the scores met or exceeded the state goal on the Communities strand in Social Studies (1992). The school's scores did not indicate quality performance in any content area of strand for either of the two years.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Health (1992 and 1993). The same was true for both years for all of the strands in Reading; all of the Mathematics strands (except Operations and Computations); and the Substance Abuse strand in Health. Additionally, the scores met or exceeded the state goal on the Nutrition strand (1992) and the Safety/Personal Health/Mental Health strand (1993). The school's scores did not indicate quality performance in any content area; however, the scores indicated quality performance on the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics (1992 and 1993).
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY'92 to FY'93, the school showed a decrease of 21 for reading and a decrease of 8 for mathematics in the percentage of students at or above the national norm.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills** (ITBS) (contd.)	
B. Students who attended the school for seven or more attendance periods?	- In comparison to all students tested, those who were enrolled in seven or more attendance periods had higher percentages of students at or above national norm in reading and mathematics.
C. The percentage of students scoring within each quadrant?	- There was an increase from FY'92 to FY'93 in the percentages of students scoring in the two lower quadrants and a decrease in the two higher quadrants for reading. In mathematics, there was an increase for the two lower quadrants in the percentages of students, the 51-75 percentile range (quadrant) remained the same, and there was a decrease for the highest quadrant.
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	- There were NCE gains for the students in the Chapter I reading for grades four and five with losses of NCE at grades two and three. In mathematics, there were NCE gains at grades two and five with losses at grades three and four.
B. Remedial Education Program (REP)	- There were losses in NCE for the students in the REP reading for all grades except grade five. In mathematics, there were gains in NCE at grades two and five with losses at grades three and four.
VI. **Progression Status** How did the school's progression status compare to that of the system?	- Ninety-four percent of the students at the school were promoted compared with 93 percent for the system; 2 percent were administratively placed compared to 4 percent for the system and 4 percent were retained which was the same as that for the system.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
CAPITOL VIEW ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	360	340	332	-8	-2.4	-28	-7.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	283	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	49	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	126	38	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	44	13	3873	12
MOBILITY INDEX	.50		.38	
3. PUPIL-TEACHER RATIO	20.8		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	32	10	15734	50
CHAPTER I MATH	31	9	14903	47
REP READING	29	9	4384	14
REP MATH	33	10	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	42	13	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	29	60	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	19	40	2391	45
FIRST GRADE - APS K-GARTEN	48	89	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	11	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.4		94.4
1991-92		93.8		94.1
1992-93		93.4		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		95.9		97.2
1991-92		98.7		97.4
1992-93		98.4		97.4

Capitol View Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	95	93	93
III. Physical	100	97	96
IV. Personal	95	94	92
V. Social	98	94	93
Total Number Reported	44	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	93	93	92
B. Processes Auditory Information	98	92	92
C. Communicates Orally	93	91	92
D. Demonstrates Emergent Literacy	100	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	98	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
CAPITOL VIEW ELEMENTARY SCHOOL 41133

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	2	4.5
STAGE 4: COPIER	1	2.3
STAGE 5: NEW WORD WRITER	3	6.8
STAGE 6: PHRASE/SENTENCE WRITER	11	25.0
STAGE 7: SIMPLE STORY WRITER	21	47.7
STAGE 8: INTERMEDIATE STORY WRITER	5	11.4
STAGE 9: ADVANCED STORY WRITER	1	2.3
TOTAL NUMBER	44	100.0

414

415

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: CAPITOL VIEW ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	4	8	21	44	11	23	6	13	6	13	48
POSTTEST LEVEL 2	6	13	19	40	15	31	7	15	1	2	48
DIFFERENCE LEVEL 2	2	5	-2	-4	4	8	1	2	-5	-11	
PRETEST LEVEL 3	7	27	5	19	6	23	2	8	6	23	26
POSTTEST LEVEL 3	4	15	15	58	4	15	1	4	2	8	26
DIFFERENCE LEVEL 3	-3	-12	10	39	-2	-8	-1	-4	-4	-15	
PRETEST LEVEL 4	9	23	12	30	3	8	9	23	7	18	40
POSTTEST LEVEL 4	3	8	13	33	12	30	7	18	5	13	40
DIFFERENCE LEVEL 4	-6	-15	1	3	9	22	-2	-5	-2	-5	
PRETEST LEVEL 5	22	41	21	39	5	9	5	9	1	2	54
POSTTEST LEVEL 5	10	19	35	65	9	17	0	0	0	0	54
DIFFERENCE LEVEL 5	-12	-22	14	26	4	8	-5	-9	-1	-2	
	42	25	59	35	25	15	22	13	20	12	168
	23	14	82	49	40	24	15	9	8	5	168
	-19	-11	23	14	15	9	-7	-4	-12	-7	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: CAPITOL VIEW ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	2	6	10	28	4	11	14	39	6	17	36
POSTTEST LEVEL 4	1	3	8	22	15	42	7	19	5	14	36
DIFFERENCE LEVEL 4	-1	-3	-2	-6	11	31	-7	-20	-1	-3	
PRETEST LEVEL 5	22	40	20	36	10	18	0	0	3	5	55
POSTTEST LEVEL 5	16	29	29	53	9	16	1	2	0	0	55
DIFFERENCE LEVEL 5	-6	-11	9	17	-1	-2	1	2	-3	-5	
	24	26	30	33	14	15	14	15	9	10	91
	17	19	37	41	24	26	8	9	5	5	91
	-7	-7	7	8	10	11	-6	-6	-4	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

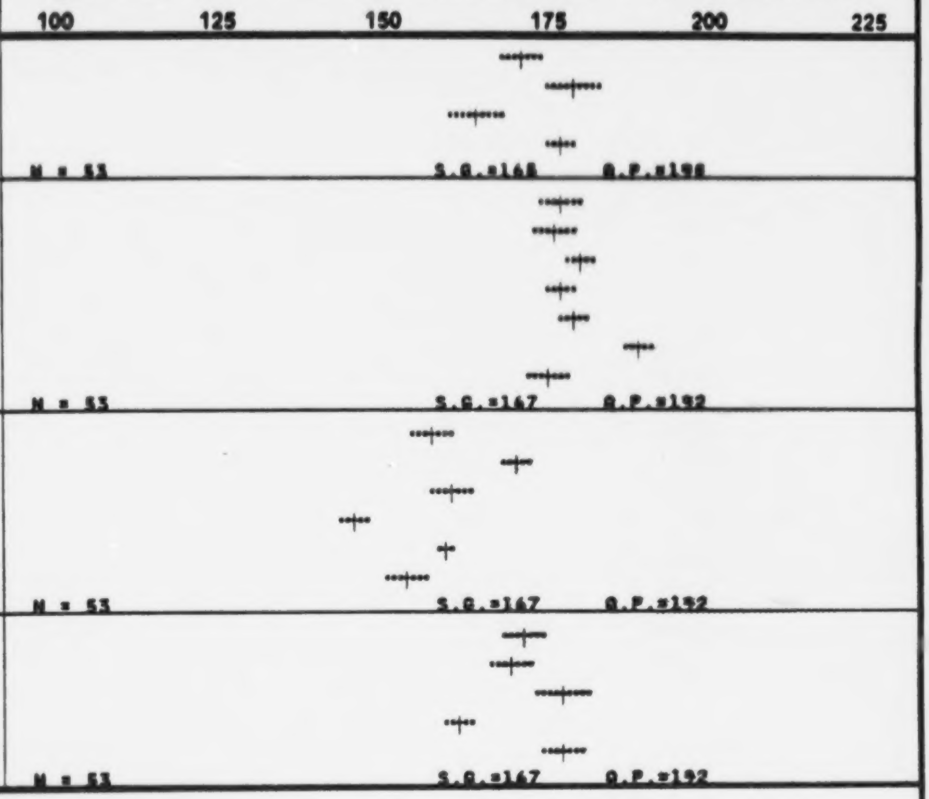
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CAPITAL VIEW ELEM
School Code: 5054

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±3
Literal Comp	179 ±4
Infer & Crit Comp	164 ±4
Reference & Study	177 ±2
MATHEMATICS	177 ±3
Numbers & Num Rel	176 ±3
Operations & Comp	180 ±2
Geometry	177 ±2
Measurement	179 ±2
Prob & Stat	189 ±2
PROBLEM SOLVING	175 ±3
SCIENCE	157 ±3
Life Science	170 ±2
Earth Science	160 ±3
Physical Science	145 ±2
Process Skills	159 ±1
Env/Sci/Tech/Soc	153 ±3
SOCIAL STUDIES	171 ±3
Communities	169 ±3
Citizenship	177 ±4
American Heritage	161 ±2
Skills	177 ±3

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

424

ǂ = the school score
••• = the standard error (S.E.)

CCSCAS

GEORGIA CURRICULUM BASED ASSESSMENT

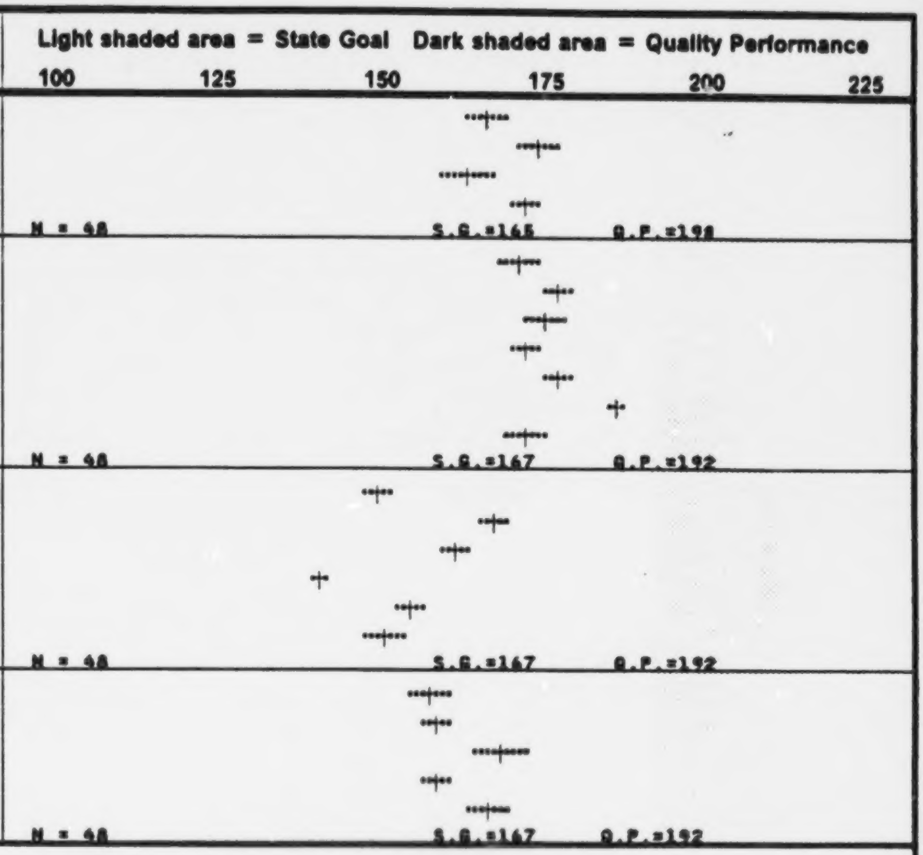
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CAPITAL VIEW ELEM
School Code: 5054

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	166 ±3
Literal Comp	174 ±3
Infer & Crit Comp	163 ±4
Reference & Study	172 ±2
MATHEMATICS	171 ±3
Numbers & Num Rel	177 ±2
Operations & Comp	175 ±3
Geometry	172 ±2
Measurement	177 ±2
Prob & Stat	186 ±1
PROBLEM SOLVING	172 ±3
SCIENCE *	149 ±2
Life Science	167 ±2
Earth Science	161 ±2
Physical Science	140 ±1
Process Skills	154 ±2
Env/Sci/Tech/Soc	150 ±3
SOCIAL STUDIES	157 ±3
Communities	158 ±2
Citizenship	168 ±4
American Heritage	158 ±2
Skills	166 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

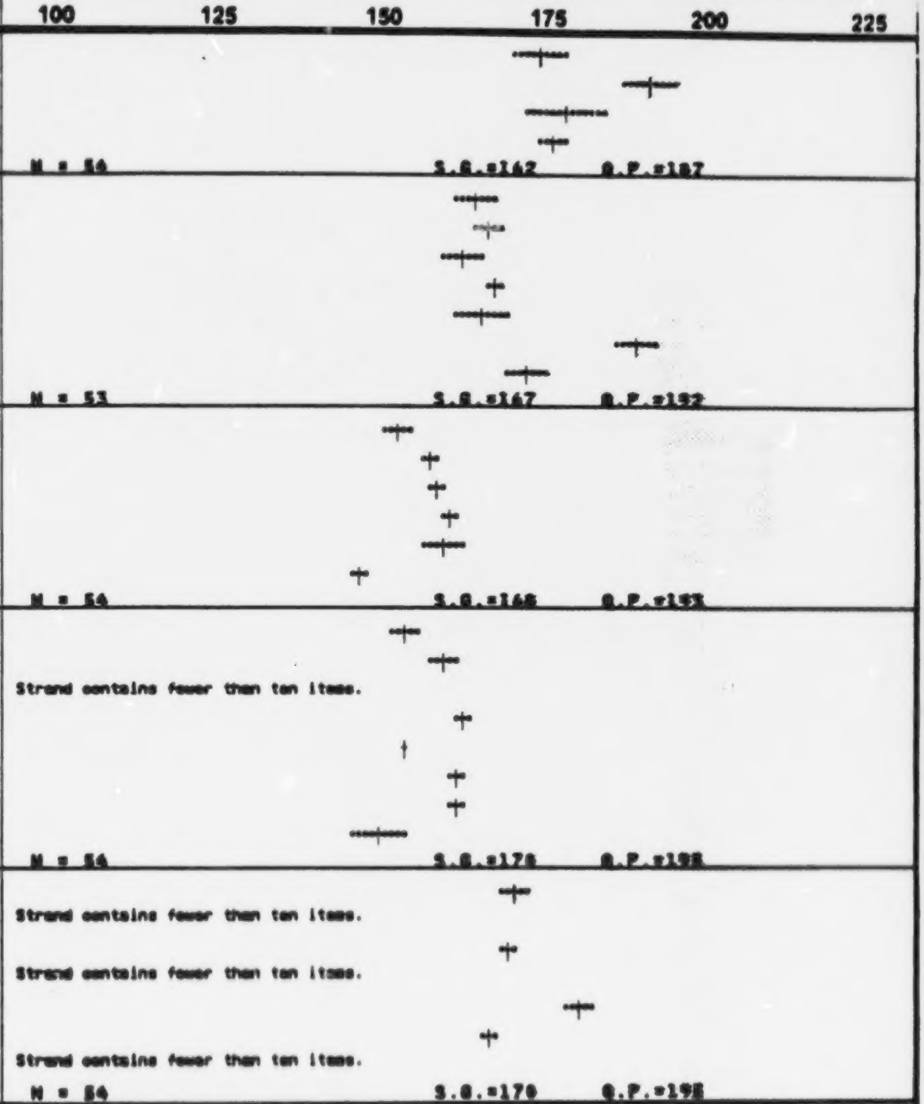
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CAPITAL VIEW ELEM
School Code: 5054

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	174 ±4	
Literal Comp	191 ±4	
Infer & Crit Comp	178 ±6	
Reference & Study	176 ±2	
		N = 54 S.G.=162 Q.P.=187
MATHEMATICS	164 ±3	
Numbers & Num Rel	166 ±2	
Operations & Comp	162 ±3	
Geometry	167 ±1	
Measurement	165 ±4	
Prob & Stat	189 ±3	
PROBLEM SOLVING	172 ±3	
		N = 53 S.G.=167 Q.P.=192
SCIENCE	152 ±2	
Life Science	157 ±1	
Earth Science	158 ±1	
Physical Science	160 ±1	
Process Skills	159 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 54 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±2	
Geog Regions	159 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	161 ±1	
Skills	149 ±4	
		N = 54 S.G.=170 Q.P.=195
HEALTH	170 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	180 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 54 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

426

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

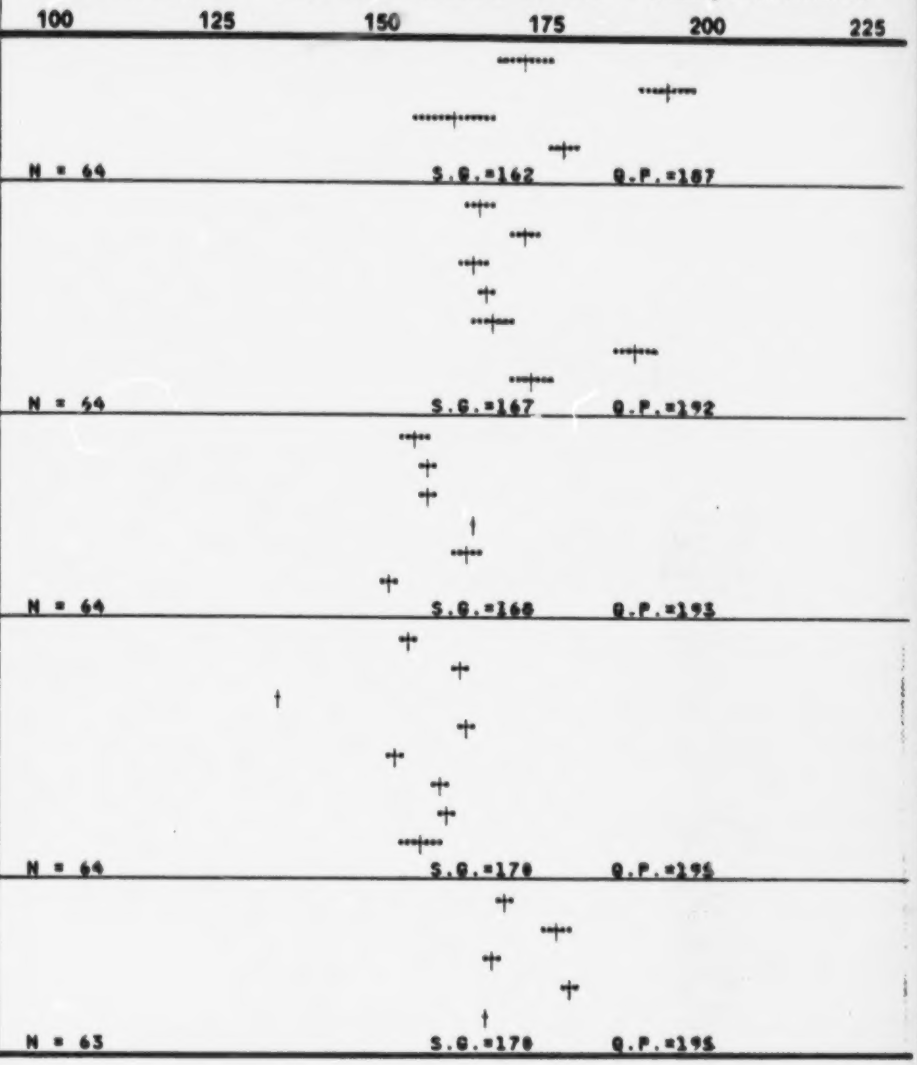
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CAPITAL VIEW ELEM
School Code: 5054

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	172 ±4
Literal Comp	194 ±4
Infer & Crit Comp	161 ±6
Reference & Study	178 ±2
MATHEMATICS	165 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	164 ±2
Geometry	166 ±1
Measurement	167 ±3
Prob & Stat	189 ±3
PROBLEM SOLVING	173 ±3
SCIENCE	155 ±2
Life Science	157 ±1
Earth Science	157 ±1
Physical Science	164 ±0
Process Skills	163 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	154 ±1
Geog Regions	162 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	160 ±1
Skills	156 ±3
HEALTH	169 ±1
Sfty/Prs/Mntl Hlth	177 ±2
Nutrition	167 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

427

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

10/06/93 CAPITOL VIEW ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	55	85	77	74	45	
02	62	60	46	70	56	
03	46	90	35	75	37	
04	54	58	62	69	41	
05	62	67	32	56	56	
School Total	279	71	49	69	48	-21
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	55	89	88	63	56	
02	63	83	65	85	78	
03	45	71	41	68	36	
04	54	61	56	56	33	
05	62	67	43	40	58	
School Total	279	75	58	62	54	-8
Elem. 1-5 Schools	23,687	67	60	59	56	-3

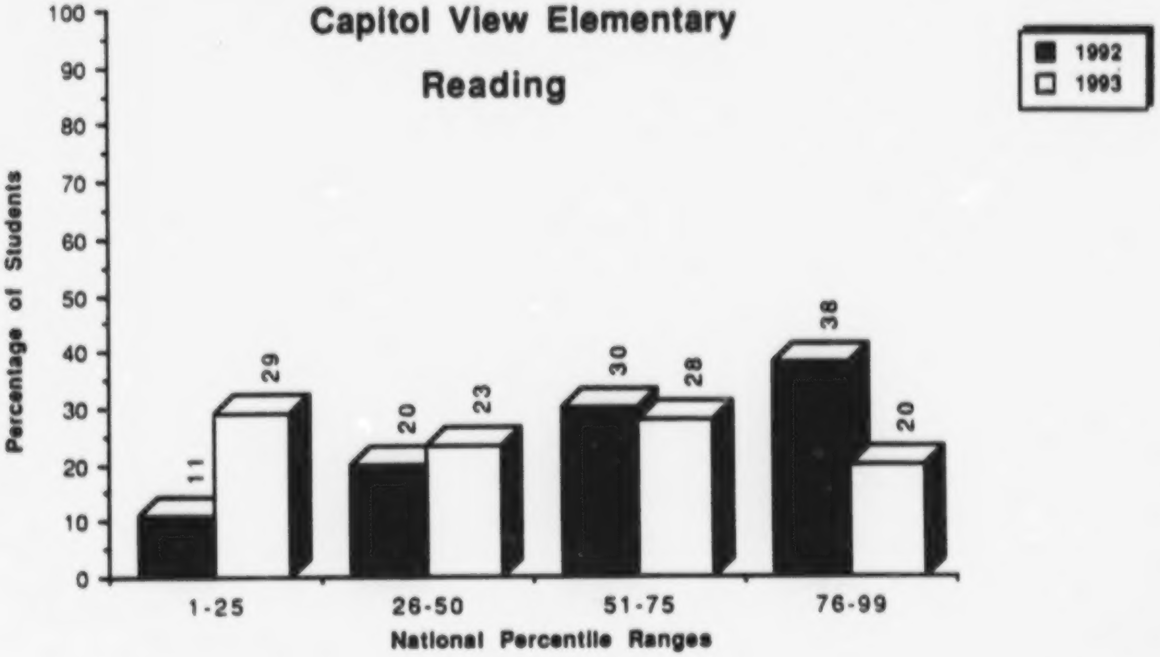
* Difference = 1993 - 1992

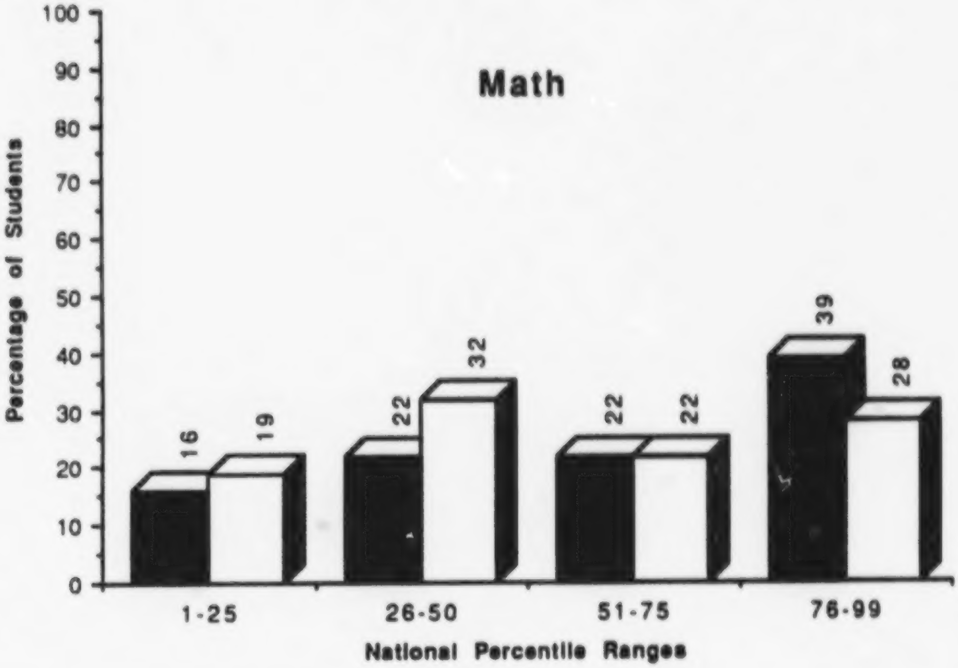
SCHOOL: 41133 CAPITOL VIEW ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	48	23	48	48	26	54
02	55	33	60	56	45	80
03	41	13	32	40	15	38
04	46	20	43	46	16	35
05	54	35	65	54	34	63
SCHOOL TOTAL	244	124	51	244	136	56
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
Deborah Dickson/September 1993

432

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	8	34	27	-7	6	34	36	2
03 Non SWP	8	33	23	-10	3	34	30	-4
04 Non SWP	8	22	24	2	10	24	18	-6
05 Non SWP	6	33	45	12	12	31	43	12

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 CAPITOL VIEW ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	7	43	22	-21	9	40	51	11
03	7	38	24	-14	4	44	25	-19
04	12	34	30	-4	12	28	21	-7
05	2	49	50	1	6	39	40	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

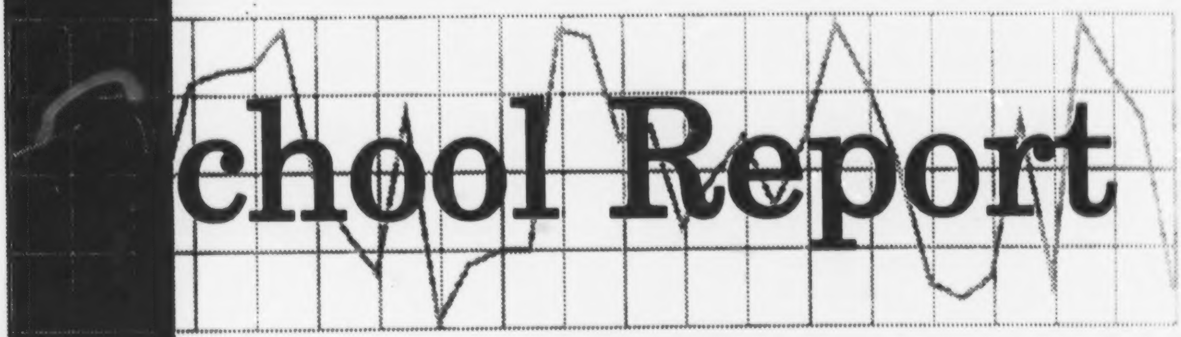
8/04/93 CAPITOL VIEW ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	42	95			2	5	44
	System	5,184	95			294	5	5,478
01	School	46	81	1	2	10	18	57
	System	4,879	89	202	4	408	7	5,489
02	School	63	97	2	3			65
	System	4,527	91	257	5	185	4	4,969
03	School	48	100					48
	System	4,598	92	260	5	113	2	4,971
04	School	51	94	1	2	2	4	54
	System	4,608	94	227	5	82	2	4,917
05	School	62	97	2	3			64
	System	4,588	96	191	4	20		4,799
	School	312	94	6	2	14	4	332
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

CARTER
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

CARTER ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Linda D. Ballagas, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment increased in 1992 - 93, while the enrollment for the system declined. • There was a higher percentage of students on active roll for seven or more attendance periods at the school than in the system. • The percentages of students new to the school and new to the Atlanta Public Schools, and the mobility index were lower than those reported for the system. • The pupil-teacher ratio was lower than the system ratio by nearly two students per class. • All of the students were served by the Chapter I Program in reading and mathematics because Carter had a Chapter I Schoolwide Project. • The percentages of students served by the various Remedial Education Programs (REP) exceeded the system percentages. • Nearly one fifth of the population was served in the after-school program. • A smaller percentage of kindergarten students had little or no preschool experience compared to the system percentage.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• All of the first grade students had kindergarten experience. • Pupil and staff attendance declined and both fell below system student and staff attendance. • Over 99 percent of the students were eligible to receive free or reduced price lunches.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of students demonstrating all five capabilities equaled or exceeded the corresponding system and state percentages. There were four key indicators where the percentages receiving "yes" ratings were lower than the system and state percentages: demonstrates emergent literacy, sorts sets of objects, makes comparisons, and extends patterns.
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students were rated to be at stage 6 or above in their writing development by year's end.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• The overall percentages of students with fiction scores in the "lower adequate" and "needs improvement" categories declined while the percentages with scores in the "excellent", "upper adequate" and "middle adequate" categories increased. • Matched nonfiction results revealed that the overall percentages of students with scores in the "needs improvement" category declined and percentages scoring in the remaining categories increased.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• At the third grade, the state goal was achieved in the content area of Mathematics in 1992 and 1993. Quality performance was not achieved in any of the four content areas assessed. • The third grade strand data for 1992 and 1993 revealed that the state goal was achieved for the Literal Comprehension and Reference strands in Language Arts/Reading, all six Mathematics strands, and the Citizenship strand in Social Studies. Quality performance was not achieved for any of the strands assessed.
B. Grade 5	• At the fifth grade, the state goal was achieved in 1992 and 1993 in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the five content areas assessed. • The fifth grade strand data for 1992 and 1993 revealed that the state goal was achieved for all three Language Arts/Reading strands; the Mathematics strands of Numbers and Number Relations, Measurement, Probability and Statistics, and Problem Solving; and the Health strand of Substance Abuse. Quality performance was achieved both years for the Language Arts/Reading strand of literal comprehension.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was an overall decrease in the percentage of students with scores at or above the national norm in reading, but there was an increase in the percentage in mathematics. The percentages of students scoring at or above the national norm in reading and mathematics remained less than the system percentages.
B. Students who attended the school for seven or more attendance periods?	• For those who attended the school for seven or more attendance periods, the percentage with scores at or above the national norm in reading was less than that for all students tested at the school, but exceeded that for all students tested in mathematics.
C. The percentage of students scoring within each quadrant?	• There were increases in the percentages of students with reading scores in the second and fourth quadrants. The percentage in the first quadrant remained unchanged and the percentage in the third quadrant declined. • In mathematics, the percentages of students scoring in the three highest quadrants increased and the percentage in the lowest quadrant declined.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• The average NCE gains in reading equaled or exceeded the non-Schoolwide Project gains for second and third grade participants. In mathematics, the NCE gains for second, third, and fifth grade students exceeded the gains for system non-Schoolwide Project participants. Fourth grade participants demonstrated losses in the NCE averages for both reading and mathematics.
B. Remedial Education Program (REP)	• The average NCE gains of REP students at the school in reading exceeded the gains of system REP students in the second and third grades. In mathematics, the NCE gains of Carter's REP students exceeded those of system REP students in the second and fifth grades and the NCE loss at the third grade was not as great as the loss of system third grade REP students. As was true with Chapter I participants, there were losses in the average NCE at the fourth grade in reading and mathematics.
VI. Progression Status How did the school's progression status compare to that of the system?	• The total percentage of students promoted was substantially less than the system percentage, while the percentages of students who were administratively placed and retained were higher than the system percentages. The percentages of students administratively placed exceeded the system percentages for grade 2 through 5. The percentages of students retained exceeded the system percentages for grades K through 3.

LDB:sm - #16
Department of Research and Evaluation
November 2, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	350	341	349	8	2.3	-1	-.3
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	313	90	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	36	10	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	101	29	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	27	8	3873	12
MOBILITY INDEX	.33		.38	
3. PUPIL-TEACHER RATIO	20.5		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	349	100	15734	50
CHAPTER I MATH	349	100	14903	47
REP READING	56	16	4384	14
REP MATH	47	13	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	55	16	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	32	44	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	21	29	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	20	27	2391	45
FIRST GRADE - APS K-GARTEN	73	99	4862	90
FIRST GRADE - NON-APS K-GARTEN	1	1	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.2		94.4
1991-92		94.2		94.1
1992-93		93.7		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		97.4		97.4
1992-93		97.2		97.4

Carter Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	93	93	93
III. Physical	99	97	96
IV. Personal	99	94	92
V. Social	97	94	93
Total Number Reported	73	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	96	93	92
B. Processes Auditory Information	96	92	92
C. Communicates Orally	95	91	92
D. Demonstrates Emergent Literacy	85	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	81	90	91
B. Makes Comparisons	90	91	91
C. Knows Numbers 1 to 10	97	93	93
D. Extends Patterns	90	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY
  A. **Processes Visual Information**
    - recognizes letters of the alphabet
    - recognizes words in familiar contexts
    - recognizes similarities/differences in colors, shapes, letters*, and words
    - interprets pictures
  B. **Process Auditory Information**
    - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
    - discriminates similarities/differences in words*
    - follows one- and two-part oral directions
    - repeats words and phrases presented orally
  C. **Communicates Orally**
    - uses languages for social interaction
    - retells stories*
    - relates experiences
    - uses descriptive language
    - expands speaking vocabulary
  D. **Demonstrates Emergent Literacy**
    - attends to print
    - identifies the main idea of a picture
    - sequences pictures to tell a story
    - makes predictions
    - distinguishes between letter*, word*, and sentence
    - dictates stories to be written by the teacher
    - demonstrates understanding of the relationship between spoken and written language
    - prints name and simple, self-selected words
    - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY
  A. **Sorts Sets of Objects**
    - sorts objects by size*, shape*, color* and/or texture
    - sorts objects by other characteristics (such as sorts foods by food groups)
  B. **Makes Comparisons**
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
    - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
    - uses graphs to make comparisons
    - demonstrates understanding of the concepts of smaller, larger and same
  C. **Knows Numbers 1 to 10**
    - counts up to at least 10 elements in a set*
    - recognizes numerals from 0 to 10*
    - matches numerals to sets of 10 or less
  D. **Extends Patterns**
    - continues simple patterns by color*, shape*, size*, or other characteristics
    - creates and extends own patterns

III. PHYSICAL CAPABILITY
  A. **Demonstrates Fine Motor Coordination**
    - copies simple shapes, designs, numerals, and letters
    - writes numerals, letters, and words without samples
    - use scissors to cut appropriately
    - manipulates simple objects
  B. **Understands Spatial Concepts**
    - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
  C. **Performs Basic Locomotor Skills**
    - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
  D. **Performs Basic Manipulative Skills**
    - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY
  A. **Demonstrates a Positive Self-Concept**
    - attempts to respond to questions even when unsure regarding the answers
    - attempts new activities without undue anxiety or fear
    - plays well with other children
  B. **Initiates Independent Activities**
    - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
    - makes independent choices during open ended activities
  C. **Acts Responsibly**
    - follows classroom rules
    - treats others and their belongings with respect

V. SOCIAL CAPABILITY
  A. **Participation in Group Activities**
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  B. **Carries Out Assigned Tasks**
    - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
CARTER ELEMENTARY SCHOOL 43147

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	4	5.4
STAGE 2: SCRIBBLE WRITER	7	9.5
STAGE 3: INVENTED WORD WRITER	5	6.8
STAGE 4: COPIER	5	6.8
STAGE 5: NEW WORD WRITER	4	5.4
STAGE 6: PHRASE/SENTENCE WRITER	17	23.0
STAGE 7: SIMPLE STORY WRITER	16	21.6
STAGE 8: INTERMEDIATE STORY WRITER	13	17.6
STAGE 9: ADVANCED STORY WRITER	3	4.1
TOTAL NUMBER	74	100.2

459

460

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: CARTER ELEMENTARY SCHOOL

					ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	6	11	8	14	12	21	10	18	20	36	56
POSTTEST LEVEL 2	4	7	17	30	15	27	10	18	10	18	56
DIFFERENCE LEVEL 2	-2	-4	9	16	3	6	0	0	-10	-18	
PRETEST LEVEL 3	4	9	3	7	5	11	20	45	12	27	44
POSTTEST LEVEL 3	6	14	14	32	15	34	6	14	3	7	44
DIFFERENCE LEVEL 3	2	5	11	25	10	23	-14	-31	-9	-20	
PRETEST LEVEL 4	5	14	4	11	5	14	6	17	16	44	36
POSTTEST LEVEL 4	13	36	6	17	8	22	5	14	4	11	36
DIFFERENCE LEVEL 4	8	22	2	6	3	8	-1	-3	-12	-33	
PRETEST LEVEL 5	1	2	7	15	2	4	8	17	28	61	46
POSTTEST LEVEL 5	1	2	4	9	3	7	9	20	29	63	46
DIFFERENCE LEVEL 5	0	0	-3	-6	1	3	1	3	1	2	
	16	9	22	12	24	13	44	24	76	42	182
	24	13	41	23	41	23	30	16	46	25	182
	8	4	19	11	17	10	-14	-8	-30	-17	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: CARTER ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	3	8	8	21	11	29	5	13	11	29	38
POSTTEST LEVEL 4	3	8	12	32	12	32	5	13	6	16	38
DIFFERENCE LEVEL 4	0	0	4	11	1	3	0	0	-5	-13	
PRETEST LEVEL 5	0	0	3	6	3	6	8	17	33	70	47
POSTTEST LEVEL 5	1	2	1	2	4	9	11	23	30	64	47
DIFFERENCE LEVEL 5	1	2	-2	-4	1	3	3	6	-3	-6	
	3	4	11	13	14	16	13	15	44	52	85
	4	5	13	15	16	19	16	19	36	42	85
	1	1	2	2	2	3	3	4	-8	-10	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

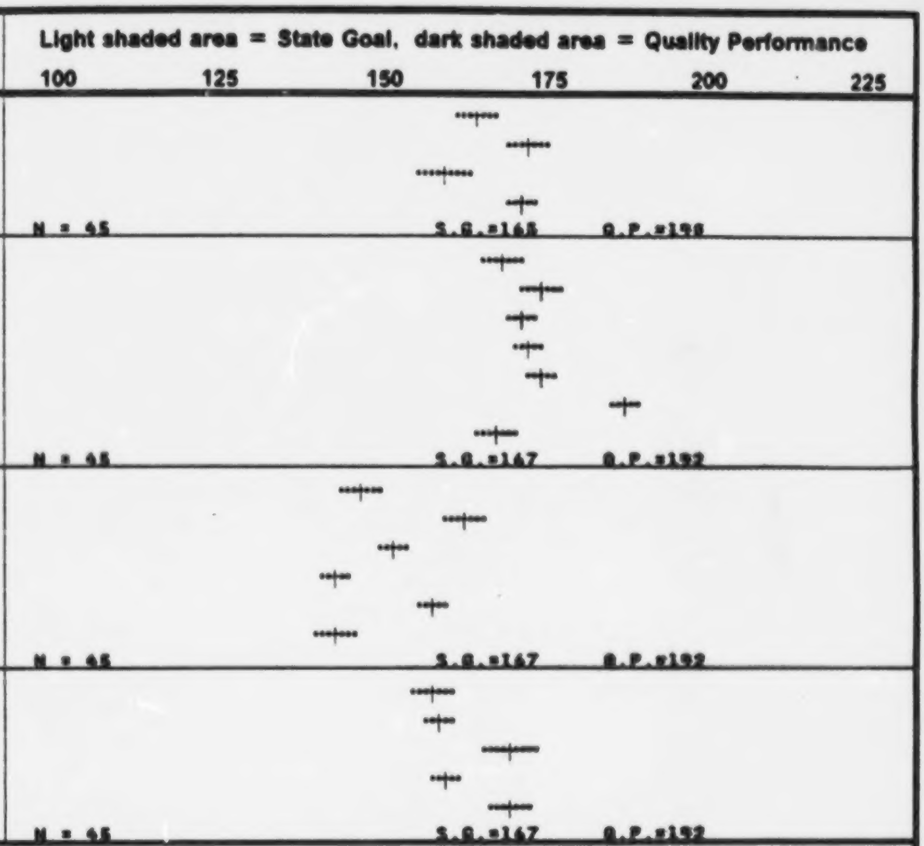
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CARTER,E R ELEM
School Code: 2055

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±3
Literal Comp	172 ±3
Infer & Crit Comp	159 ±4
Reference & Study	171 ±2
MATHEMATICS	168 ±3
Numbers & Num Rel	174 ±3
Operations & Comp	171 ±2
Geometry	172 ±2
Measurement	174 ±2
Prob & Stat	187 ±2
PROBLEM SOLVING	167 ±3
SCIENCE	146 ±3
Life Science	162 ±3
Earth Science	151 ±2
Physical Science	142 ±2
Process Skills	157 ±2
Env/Sci/Tech/Soc	142 ±3
SOCIAL STUDIES	157 ±3
Communities	158 ±2
Citizenship	169 ±4
American Heritage	159 ±2
Skills	169 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

469

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

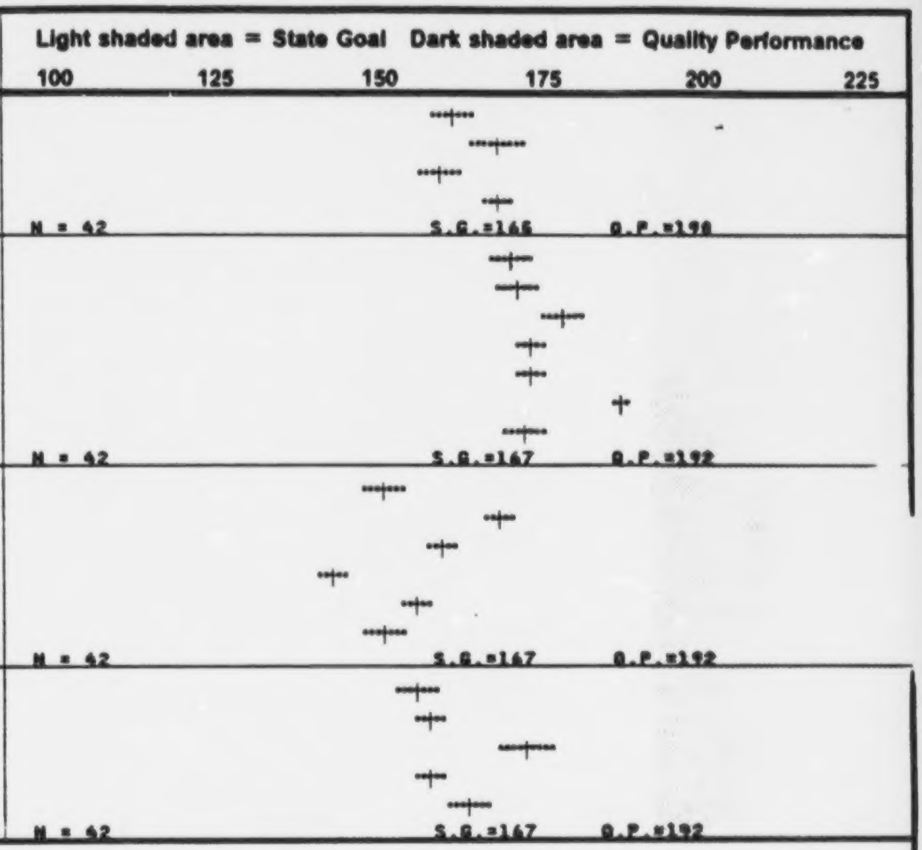
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CARTER,E R ELEM
School Code: 2055

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	161 ±3
Literal Comp	168 ±4
Infer & Crit Comp	159 ±3
Reference & Study	168 ±2
MATHEMATICS	170 ±3
Numbers & Num Rel	171 ±3
Operations & Comp	178 ±3
Geometry	173 ±2
Measurement	173 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	172 ±3
SCIENCE *	150 ±3
Life Science	168 ±2
Earth Science	159 ±2
Physical Science	142 ±2
Process Skills	155 ±2
Env/Sci/Tech/Soc	150 ±3
SOCIAL STUDIES	155 ±3
Communities	157 ±2
Citizenship	172 ±4
American Heritage	157 ±2
Skills	163 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

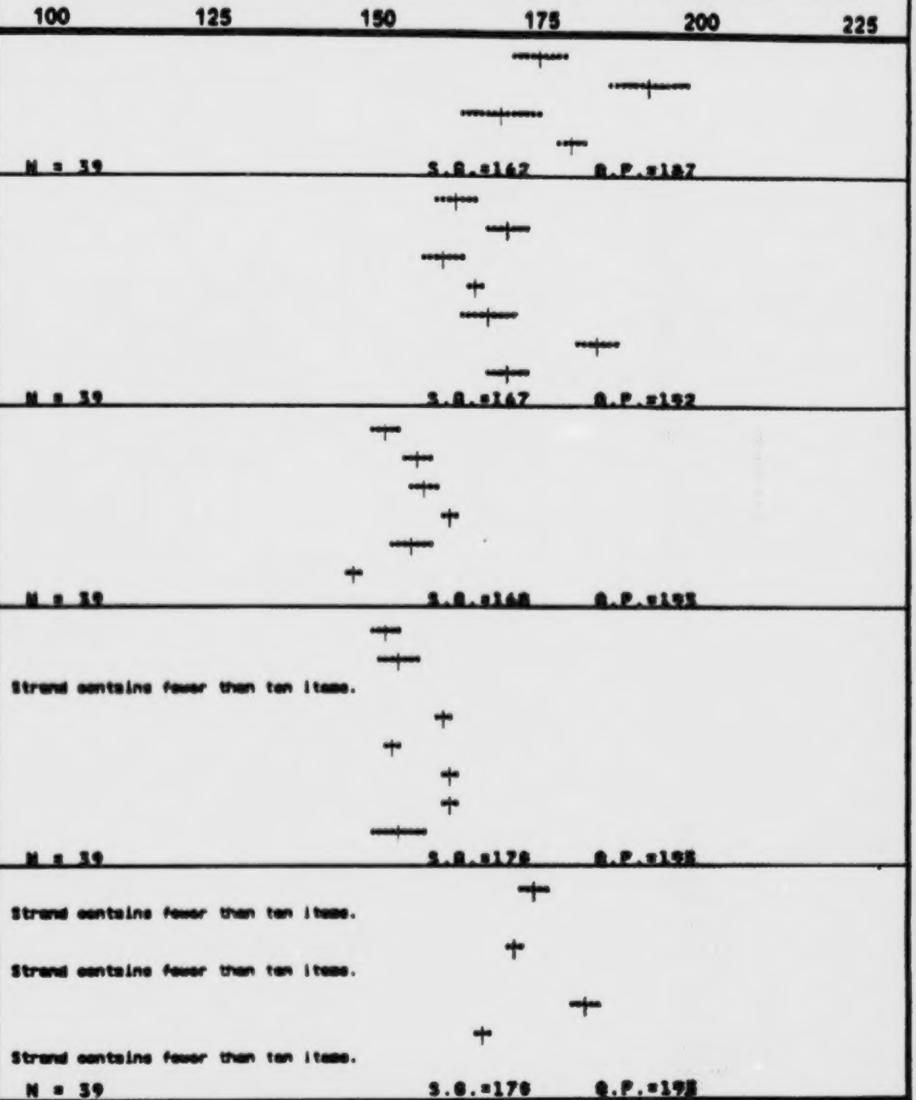
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CARTER,E R ELEM
School Code: 2055

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	175 ±4	
Literal Comp	192 ±6	
Infer & Crit Comp	169 ±6	
Reference & Study	180 ±2	
		N = 39 S.G.=162 Q.P.=187
MATHEMATICS	162 ±3	
Numbers & Num Rel	170 ±3	
Operations & Comp	160 ±3	
Geometry	165 ±1	
Measurement	167 ±4	
Prob & Stat	184 ±3	
PROBLEM SOLVING	170 ±3	
		N = 39 S.G.=167 Q.P.=192
SCIENCE	151 ±2	
Life Science	156 ±2	
Earth Science	157 ±2	
Physical Science	161 ±1	
Process Skills	155 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 39 S.G.=168 Q.P.=193
SOCIAL STUDIES	151 ±2	
Geog Regions	153 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	161 ±1	
Skills	153 ±4	
		N = 39 S.G.=170 Q.P.=195
HEALTH	174 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	182 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 39 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

471

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

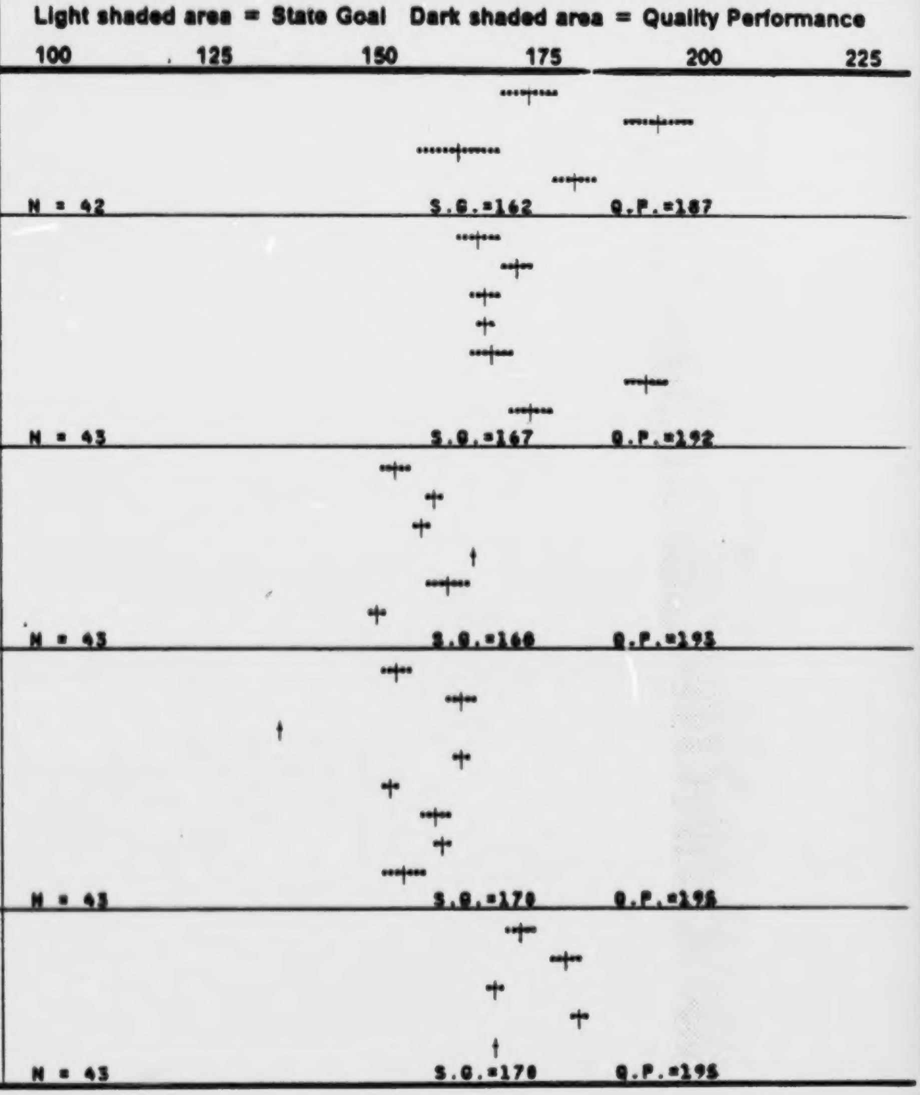
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CARTER,E R ELEM
School Code: 2055

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	173 ±4
Literal Comp	193 ±5
Infer & Crit Comp	162 ±6
Reference & Study	180 ±3
MATHEMATICS	165 ±3
Numbers & Num Rel	171 ±2
Operations & Comp	166 ±2
Geometry	166 ±1
Measurement	167 ±3
Prob & Stat	191 ±3
PROBLEM SOLVING	173 ±3
SCIENCE	152 ±2
Life Science	158 ±1
Earth Science	156 ±1
Physical Science	164 ±0
Process Skills	160 ±3
Env/Sci/Tech/Soc	149 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	162 ±2
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	158 ±2
U.S. 1932-present	159 ±1
Skills	153 ±3
HEALTH	171 ±2
Sfty/Prs/Mntl Hlth	178 ±2
Nutrition	167 ±1
Substance Abuse	180 ±1
Growth, Dev & Fam	167 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

472

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 CARTER ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	69	78	66	36	29	
02	57	59	33	21	32	
03	42	62	27	21	12	
04	34	14	25	27	18	
05	44	24	10	44	32	
School Total	246	50	35	29	26	-3
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	69	72	56	28	38	
02	57	66	48	30	65	
03	42	57	43	40	21	
04	34	29	28	37	15	
05	44	39	19	31	43	
School Total	246	54	40	33	39	6
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

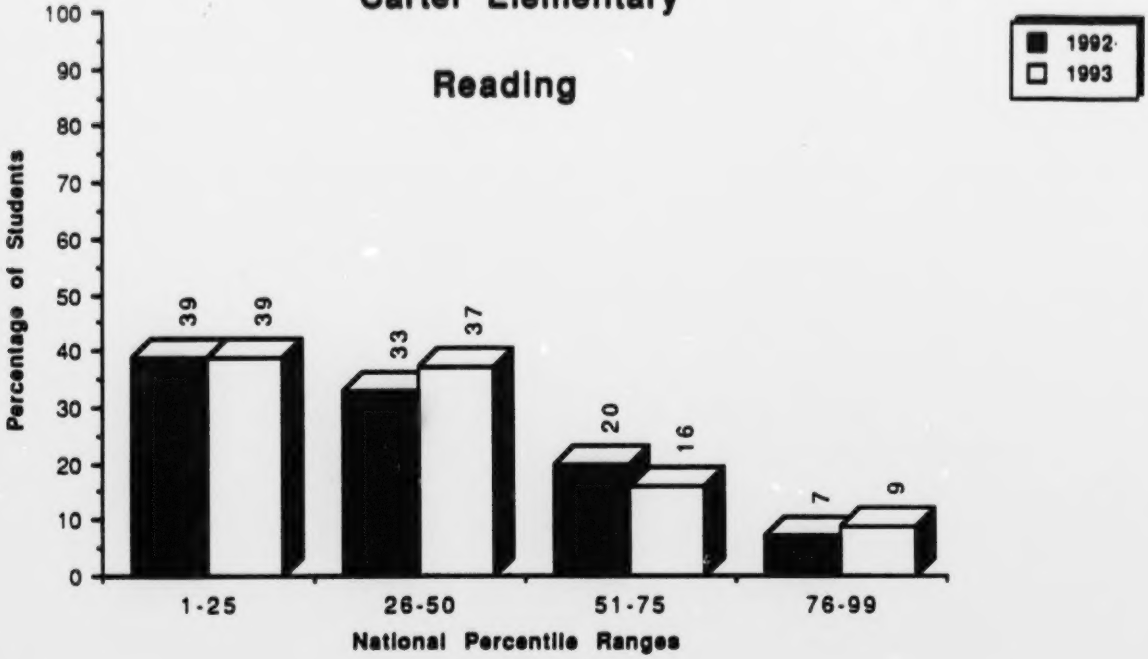
SCHOOL: 43147 CARTER ELEMENTARY SCHOOL

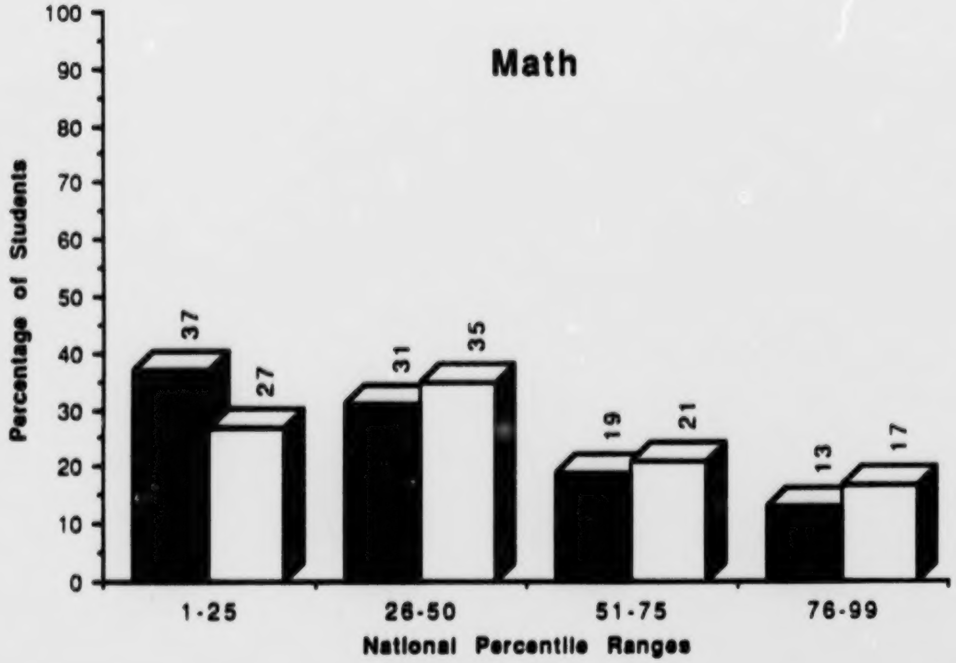
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	62	17	27	62	24	39
02	54	17	31	54	35	65
03	39	5	13	39	8	21
04	28	5	18	28	5	18
05	40	11	28	40	17	43
SCHOOL TOTAL	223	55	25	223	89	40
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Carter Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	28	29	36	7	30	32	59	27
03 SWP	27	32	33	1	22	30	31	1
04 SWP	21	36	30	-6	21	36	32	-4
05 SWP	29	37	38	1	24	31	37	6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 CARTER ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	12	29	43	14	12	29	60	31
03	17	32	35	3	16	34	32	-2
04	12	41	29	-12	11	37	33	-4
05	12	38	39	1	5	32	40	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

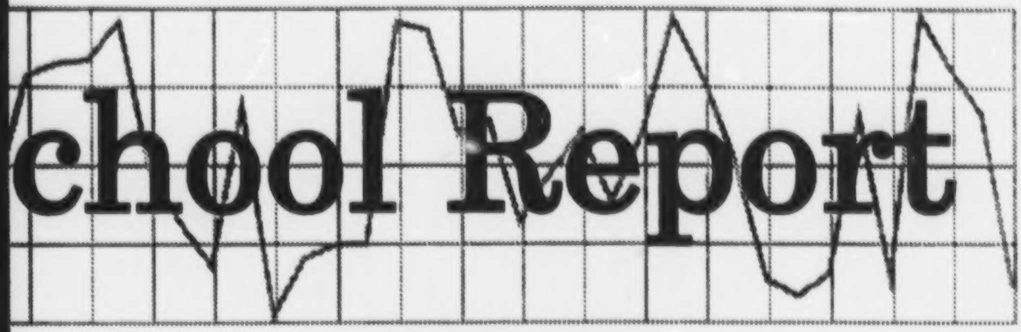
8/04/93 CARTER ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	64	86			10	14	74
	System	5,184	95			294	5	5,478
01	School	54	73	2	3	18	24	74
	System	4,879	89	202	4	408	7	5,489
02	School	45	75	10	17	5	8	60
	System	4,527	91	257	5	185	4	4,969
03	School	37	79	8	17	2	4	47
	System	4,598	92	260	5	113	2	4,971
04	School	32	78	9	22			41
	System	4,608	94	227	5	82	2	4,917
05	School	38	72	15	28			53
	System	4,588	96	191	4	20		4,799
	School	270	77	44	13	35	10	349
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

CARVER
HIGH SCHOOL

Research & Evaluation

Final

CARVER HIGH SCHOOL
1992-93 FINAL SCHOOL REPORT
Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	**Findings**
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement: • Decline in active enrollment, • High mobility rate, • Lower pupil-teacher ratio as compared with the system's ratio, • Low percentage of out-of-school suspensions, • Operation of a Chapter I Schoolwide Project, • An increase in the pupil attendance rate, although it was substantially lower than the system's rate in 1992-93, • A slight decrease in the certified staff attendance rate, although it was above the system's rate in 1992-93.

Critical Questions	Findings
II. Tests of Achievement and Proficiency (TAP) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The percentages of the school's students who scored at or above the national norm on the TAP in 1993 increased in reading and remained the same in mathematics. • The school's percentages of students who scored at or above the national norm on the TAP were substantially lower than the system's percentages in both reading and mathematics. • Compared to the performance of ninth graders in 1992, a lower percentage of tenth graders scored at or above the national norm in reading and a higher percentage in mathematics in 1993.
B. Students who attended the school for seven or more attendance periods?	• For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics were lower than the percentages obtained when all regular-program students were included in the calculations.
C. The percentage of students scoring within each quadrant?	• In reading the percentages of students in the lowest national percentile ranges (1 - 25 and 26 - 50) decreased slightly, and the percentages in the two highest percentile ranges (51 - 75 and 76 -99) increased. • In mathematics, the percentage of students in the lowest national percentile range (1 - 25) increased, the percentage in the next range (26 - 50) decreased, and the percentages in the two highest ranges remained the same.

Critical Questions	Findings
III. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	• In reading, the school's students who would have been eligible for Chapter I in a traditional program (percentile rank less than 50) averaged a lower NCE gain in grade 9 and the same gain in grade 10 as compared to participants systemwide in schoolwide projects.
A. Chapter 1 - Schoolwide Project	• In mathematics the school's students who would have been eligible for Chapter I in a traditional program averaged greater NCE gains in grades 9 and 10.
B. Remedial Education Program (REP)	• The number of the school's identified REP students was too small to make meaningful comparisons or generalizations.
IV. Georgia Basic Skills Tests (GBST)	
How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	• The school's percentage of seniors who completed the GBST requirement prior to graduation increased substantially in 1993, but the school's percentage has been lower than the system's percentage for the past two years.
V. Progression Status	
How did the school's progression status compare to that of the system?	• The school's percentage of students who were promoted to the next grade was less than the system's percentage at each grade level. Only half of the ninth graders were promoted at the end of the year.

Critical Questions	Findings
VI. Scholastic Aptitude Tests (SAT) How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	• Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT. Very few seniors (20%) took the SAT in 1992.
VII. Advanced Placement (AP)	
A. How does the school's enrollment in each discipline compare to that of the system?	• The school's percentages of students enrolled in AP courses were lower than the system's percentages in language arts and social studies. No AP courses were offered at the school in either mathematics or science.
B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?	• In comparison to the system, the school had a smaller percentage of students enrolled in at least one AP course during 1992-93.
VIII. Postsecondary Pursuits How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	• Compared to the system, the school had a substantially lower percentage of graduates who enrolled in postsecondary institutions or enlisted in the military services, and much larger percentages of graduates who were employed or unemployed.

EBT:sm - SR#99
Department of Research and Evaluation
November 8, 1993

1992-93
HIGH SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still-on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

Progression Status Report

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at scheduled times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap
R&E
8/12/93

08/06/93
CARVER COMPREHENSIVE HIGH

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (9-12)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	583	676	638	-38	-5.6	55	9.4
ALL HIGH	14,106	13,505	12,630	-875	-6.5	-1,476	-10.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL HIGH NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	526	82	11539	91
LESS THAN SEVEN ATTENDANCE PERIODS	112	18	1112	9
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	131	21	2728	22
NUMBER/PERCENT OF PUPILS NEW TO APS	64	10	1499	12
MOBILITY INDEX	.50		.31	
3. PUPIL-TEACHER RATIO	18.6		20.3	
4. OUT-OF-SCHOOL SUSPENSIONS	24	4	1025	8
5. PUPILS IN PROJECTS:				
CHAPTER I READING	638	100	1770	14
CHAPTER I MATH	638	100	1581	13
REP READING	6	1	1171	9
REP MATH	7	1	1106	9
MAGNET ENROLLEES	445	70	3272	26

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL HIGH	
	NUMBER	PERCENT	NUMBER	PERCENT
6. PERCENT PUPIL ATTENDANCE:				
1990-91		70.6		86.0
1991-92		71.2		85.7
1992-93		73.2		84.5
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.3		97.4
1991-92		97.5		97.5
1992-93		97.4		97.2
8. HIGH SCHOOL DROPOUTS 1991-92		23		15

10/06/93 CARVER COMPREHENSIVE HIGH

Iowa Tests Of Basic Skills
And/Or
Tests Of Achievement And Proficiency
(Regular Program Students Tested)

Reading

Grade		Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
09		199	28	17	15	19	
10		104	19	25	10	11	
	School Total	303	24	21	13	16	3
	All High	6,097	43	39	36	37	+1

Mathematics

Grade		Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
09		202	20	16	7	10	
10		104	36	37	17	11	
	School Total	306	27	25	10	10	
	All High	6,143	42	39	35	34	-1

* Difference = 1993 - 1992

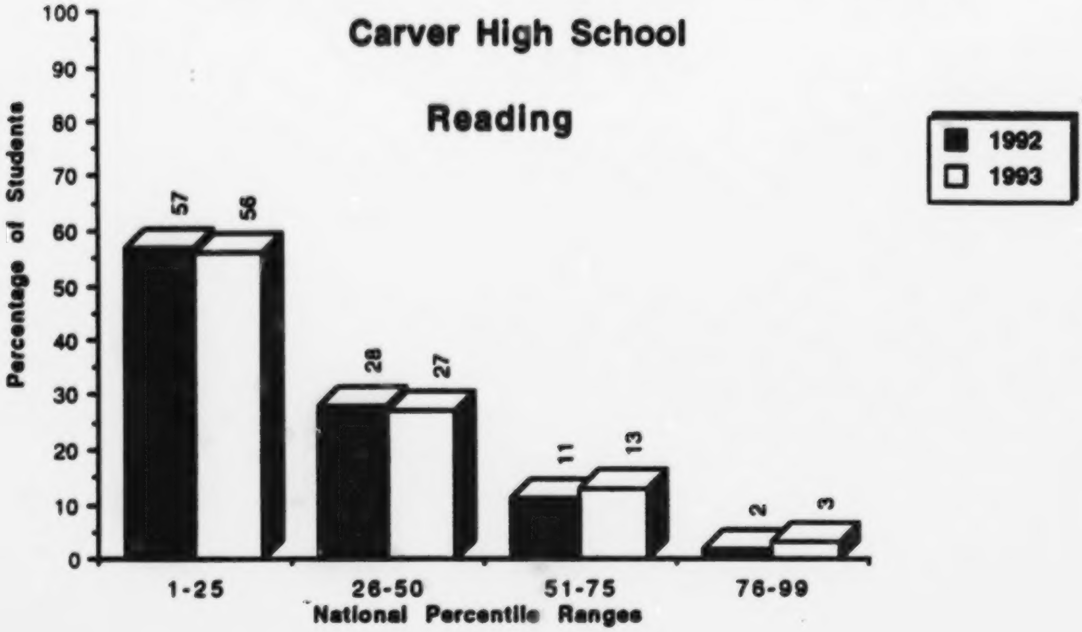
10/06/93

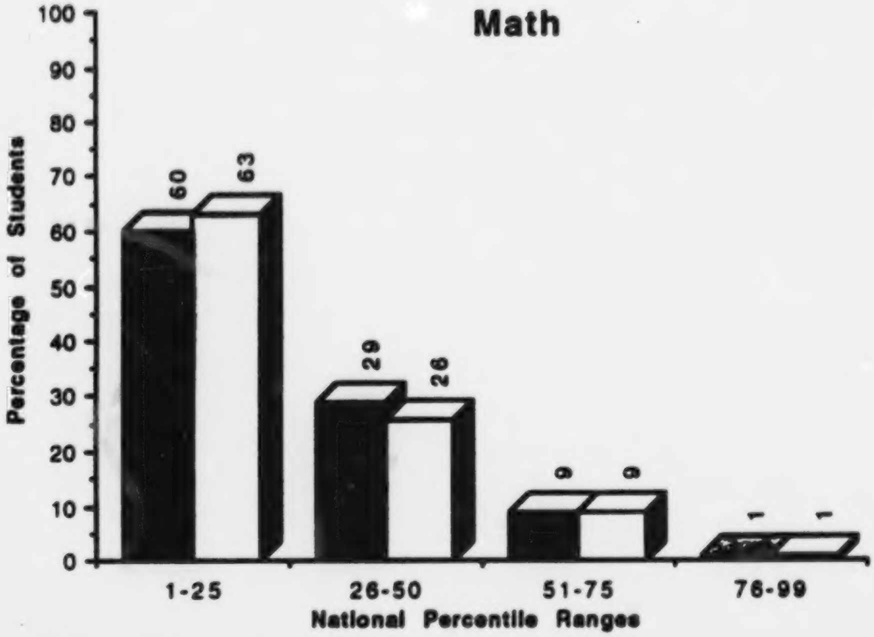
SCHOOL: 22154   CARVER COMPREHENSIVE HIGH

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
09	170	29	17	172	14	8
10	96	9	9	96	9	9
SCHOOL TOTAL	266	38	14	268	23	9
ALL HIGH SCHOOLS	5,606	2,124	38	5,645	1,989	35

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/August 12, 1993

Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 SWP	82	23	25	2	76	21	22	1
10 SWP	47	18	24	6	55	21	25	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 Non SWP	513	22	29	7	335	24	25	1
09 SWP	127	22	26	4	123	22	21	-1
10 SWP	74	22	28	6	101	22	25	3

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09	1	22	49	27	1	25	19	-6
10	2	13	17	4	2	11	12	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09	439	39	37	-2	368	37	33	-4
10	175	32	32		174	27	29	2

* Scores for students in the Program for Exceptional Children are excluded

Carver High School
July 1993

GEORGIA BASIC SKILLS TESTS (GBST)
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR
FOR CLASSES OF 1991 THROUGH 1993

	Students With GBST Record				Students Without GBST Record		Total
	Completed Requirement		Not Yet Completed Requirement				
Year	N	%	N	%	N	%	N
School							
1991	99	95	4	4	1	1	104
1992	88	86	13	13	1	1	102
1993	78	92	7	8	0	0	85
System							
1991	2,865	94	176	6	19	1	3,060
1992	2,581	95	116	4	14	1	2,711
1993	2,671	94	148	5	15	1	2,834

Data Base: All seniors (including handicapped) as of June each year

Note: All percentages were rounded to the nearest whole number.

8/23/93 CARVER COMPREHENSIVE HIGH

1992-93 Progression Status Report

Grades 9 - 12

Grade		Promoted		Not Promoted		Total
		N	Percent	N	Percent	N
09	School	143	50	145	50	288
	System	2,878	69	1,323	31	4,201
10	School	100	76	32	24	132
	System	2,474	83	506	17	2,980
11	School	70	78	20	22	90
	System	2,260	88	318	12	2,578
12	School	72	87	11	13	83
	System	2,561	96	101	4	2,662
	School	385	65	208	35	593
	System	10,173	82	2,248	18	12,421

SCHOLASTIC APTITUDE TESTS (SAT)
PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

CARVER HIGH SCHOOL

Number and Percentage of Graduating Seniors Taking the SAT

	1991		1992	
	No.	Percent	No.	Percent
School	36	40	21	20
System	1643	53	1556	58

SAT Mean Scores

	SAT Verbal		SAT Mathematics		SAT Total	
	1991	1992	1991	1992	1991	1992
School	271	263	324	323	595	586
System	350	346	393	395	743	741
State	400	398	444	444	844	842
Nation	422	423	474	476	896	899

MGB:cd
June 24, 1993

ENROLLMENT IN SELECTED ADVANCED PLACEMENT (AP) COURSES

FIRST AND SECOND SEMESTERS, FY '93

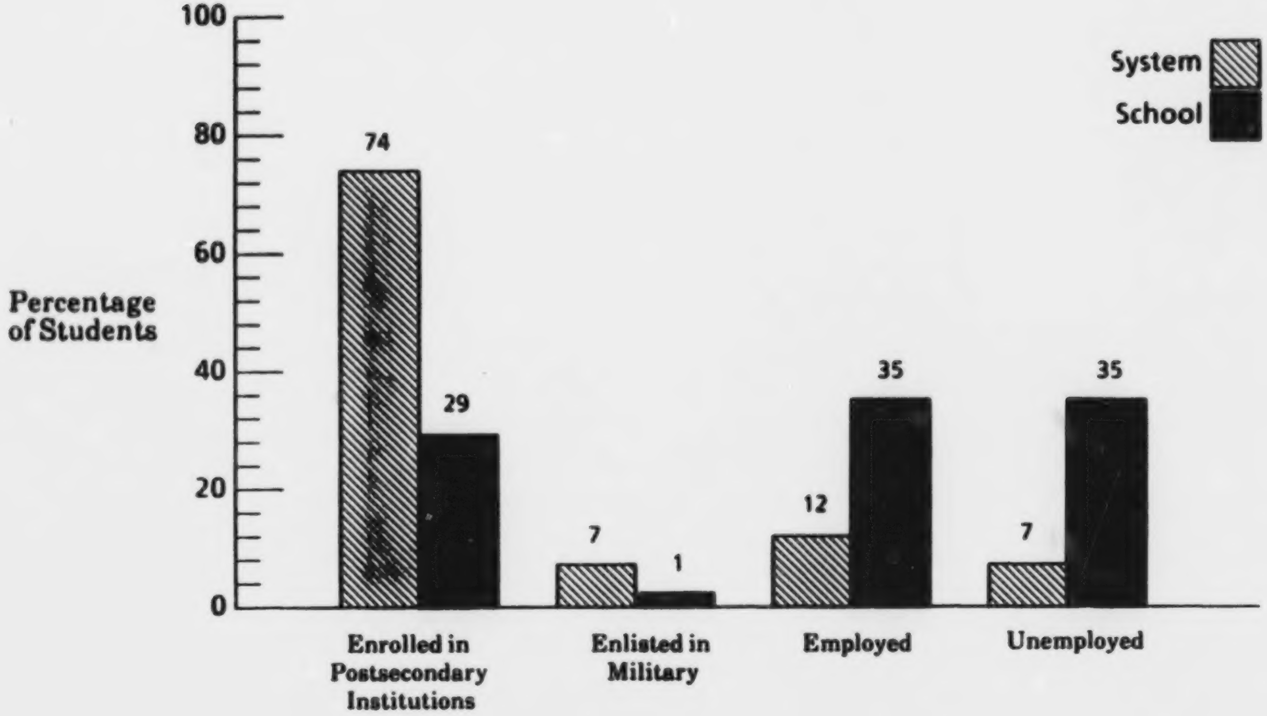
DISCIPLINE/COURSE	SCHOOL				SYSTEM			
	NUMBER STUDENTS ENROLLED				NUMBER STUDENTS ENROLLED			
LANGUAGE ARTS	AP	NON-AP	TOTAL	% AP	AP	NON-AP	TOTAL	% AP
ENGLISH I-II (AMERICAN LITERATURE I AND II)	2	46	48	4	579	2,744	3,323	17
ENGLISH III-IV (LANGUAGE AND LITERATURE SURVEY I AND II)	11	174	185	6	706	2,393	3,099	23
TOTAL	13	220	233	6	1,285	5,137	6,422	20
MATHEMATICS								
CALCULUS		4	4		317	242	559	57
TOTAL		4	4		317	242	559	57
SCIENCE								
BIOLOGY		395	395		225	6,632	6,857	3
PHYSICS		13	13		50	1,246	1,296	4
CHEMISTRY		74	74		95	3,023	3,118	3
TOTAL		482	482		370	10,901	11,271	3
SOCIAL STUDIES								
DEVELOPMENT OF U.S. DEMOCRACY/ MODERN U.S.	12	215	227	5	415	5,470	5,885	7
TOTAL	12	215	227	5	415	5,470	5,885	7
TOTAL ALL COURSES	25	921	946	3	2,387	21,750	24,137	10

	N	% OF SCHOOL ENROLLMENT	N	% OF SYSTEM ENROLLMENT
STUDENTS ENROLLED IN AT LEAST ONE AP COURSE	14	2	885	7

Carver High School

Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)

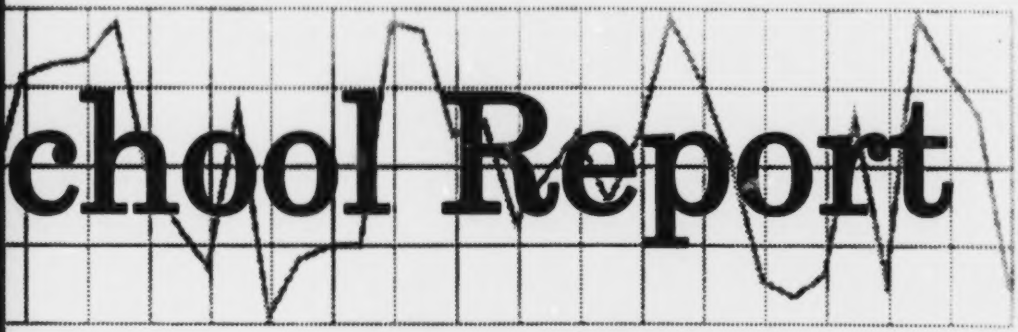


Class of 1992 Database

	Number Graduating	Number Responding	Percent Responding
School	84	74	88
System	2,279	2,174	95

EGL jep
Department of Research and Evaluation
7/15/93

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

CASCADE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

CASCADE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• The school's active enrollment of 317 represents a decline of 9.4 percent over the preceding school year. The two year decline (-11.0) is two times greater than system (minus 5.8) enrollment over the same period. • Two-thirds (66 percent or 210 students) transferred to the school. Only 78 percent of the students were on active roll seven or more attendance periods compared to 87 percent systemwide. The attendance declined has continued to trail system pupils' average attendance. The school's certified staff attendance, on the other hand, continued to increase and surpassed that of system's staffs. • Kindergarten students (62 percent) entered classes with no prior to six months preschool experience. First graders (98 percent) however, entered with prior kindergarten experience. • Programs for instruction support consisted of Chapter I, Remedial Education Programs and an after-school program.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP structurally assessed indicator -- "Sorts Sets of Objects" was the only task on which less than 90 percent of the students received ratings of proficiency. All other ratings for the school's pupils exceeded APS system and Georgia State ratings.
B. What was the ending performance of kindergarten students in writing?	• The performance of kindergarten students in writing shows that the ending writing stages were mostly at or above Stage 5 -- "New Word Writer" (22 percent) and Stage 6 -- "Phrase/Sentence Writers" (61 percent).
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• The posttest fiction scores for students in grades two through five declined below pretest percentages. Fewer percentages attained "excellent" and "upper adequate" scores on the posttests compared to the pretests. Fourth and fifth grader students' were also administered pretests and posttests on non fiction reading selections. Some fourth grade students' who scored at the "upper adequate" level on the pretest slipped to the "middle adequate" level on the posttest.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The school's third graders' scores met or exceeded state goal in the content areas Language Arts: Reading and mathematics during the 1991-92 and 1992-93 school years. Each of the strands in the identified content areas, also met or exceed state goal. The school's scores do not indicate quality peformance in any content areas during the same two year period.
B. Grade 5	• Fifth graders' scores met or exceeded state goal in the areas of Language Arts: Reading, Mathematics, and Health. The scores, however, did not indicate quality performance in any content areas during the two school years. The strands "Literal Comprehension" and "Probability Statistics", however, met or exceeded quality performance two consecutive years. Although fifth graders' scores did not indicate quality performance two consecutive years, the school achieved quality performance status in the content area Language Arts in 1993.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The overall ITBS results of regular students increased, but declined at the third and fourth grade levels in reading. There was an overall decline in mathematics of 12 percentage points. Fewer pecentages of pupils achieved national norm status at each grade level. (Note: The category "regular students" include students on active roll seven or more attendance periods and also students on active roll less than seven attendance periods.)
B. Students who attended the school for seven or more attendance periods?	• Larger percentages of students on roll seven or more attendance periods achieved national norm status than "regular students" in reading and mathematics. The attendance litmus test appeared to positively affect the mathematics scores of first and second graders.
C. The percentage of students scoring within each quadrant?	• The graphic distribution of percentages of students scoring within each reading quadrant shows increases at the bottom and top quadrant. The mathematics trends, on the other hand, are in direct opposition to the positive trends. That is large percentages of students scored in the bottom two quadrants in 1993 than in 1992, while fewer percentages scored in the top two quadrant.

Critical Questions	**Findings**
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Cascade's staff conducted Traditional Chapter I programs. The school's NCE gains show larger increases and decreases than system findings. Of notable concern is the decrease of 6 percent of second graders attaining NCE gains in reading, and the minus 10 and 11 percent achieving NCE's gains in mathematics at the second and third grades respectively. There were positive gains in reading and mathematics for systemwide non-schoolwide projects. A minus 1 percent occurred at the third grade level in mathematics.
B. Remedial Education Program (REP)	• REP NCE gains varied from a minus 5 in reading for second graders to a plus 13 NCE's at the third grade level. The schools' mathematics scores decreased nine and eight NCE's at the second and third grades. There was, however, a 10 NCE gain at the fifth grade level. Systemwide gains were less varied.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• The school's promotional trend was comparable to system patterns.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
CASCADE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	356	350	317	-33	-9.4	-39	-11.0
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	246	78	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	71	22	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	152	48	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	58	18	3873	12
MOBILITY INDEX	.54		.38	
3. PUPIL-TEACHER RATIO	22.6		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	2	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	59	19	15734	50
CHAPTER I MATH	55	17	14903	47
REP READING	64	20	4384	14
REP MATH	58	18	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	33	10	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	4	10	291	5
K-GARTEN - HEAD START	2	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	10	24	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	26	62	2391	45
FIRST GRADE - APS K-GARTEN	55	89	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	10	481	9
FIRST GRADE - NO K-GARTEN	1	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.0		94.4
1991-92		93.3		94.1
1992-93		92.2		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		95.7		97.2
1991-92		96.9		97.4
1992-93		97.5		97.4

Cascade Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	93	93	92
II. Logical-Mathematical	98	93	93
III. Physical	98	97	96
IV. Personal	98	94	92
V. Social	100	94	93
Total Number Reported	42	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	98	92	92
C. Communicates Orally	95	91	92
D. Demonstrates Emergent Literacy	95	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	88	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	98	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
CASCADE ELEMENTARY SCHOOL 41161

	NUMBER	PERCENT
STAGE 4: COPIER	5	12.2
STAGE 5: NEW WORD WRITER	9	22.0
STAGE 6: PHRASE/SENTENCE WRITER	25	61.0
STAGE 7: SIMPLE STORY WRITER	2	4.9
TOTAL NUMBER	41	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1	***Pictographic Writer*** Child writing is drawing; does not use alphabet letters.
Stage 2	***Scribble Writer*** Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
Stage 3	***Invented Word Writer*** Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
Stage 4	***Copier*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 5	***New Word Writer*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 6	***PhraselSentence Writer*** Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
Stage 7	***Simple Story Writer*** Child's story consists of short related sentences.
Stage 8	***Intermediate Story Writer*** Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
Stage 9	***Advanced Story Writer*** Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: CASCADE ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	2	5	9	22	10	24	10	24	10	24	41
POSTTEST	LEVEL	2	4	10	13	32	10	24	5	12	9	22	41
DIFFERENCE	LEVEL	2	2	5	4	10	0	0	-5	-12	-1	-2	
PRETEST	LEVEL	3	10	22	11	24	6	13	11	24	7	16	45
POSTTEST	LEVEL	3	7	16	9	20	10	22	8	18	11	24	45
DIFFERENCE	LEVEL	3	-3	-6	-2	-4	4	9	-3	-6	4	8	
PRETEST	LEVEL	4	1	3	9	24	8	22	5	14	14	38	37
POSTTEST	LEVEL	4	3	8	6	16	7	19	9	24	12	32	37
DIFFERENCE	LEVEL	4	2	5	-3	-8	-1	-3	4	10	-2	-6	
PRETEST	LEVEL	5	3	6	15	29	9	18	8	16	16	31	51
POSTTEST	LEVEL	5	1	2	8	16	9	18	10	20	23	45	51
DIFFERENCE	LEVEL	5	-2	-4	-7	-13	0	0	2	4	7	14	
			16	9	44	25	33	19	34	20	47	27	174
			15	9	36	21	36	21	32	18	55	32	174
			-1	0	-8	-4	3	2	-2	-2	8	5	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: CASCADE ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	1	3	9	25	10	28	7	19	9	25	36
POSTTEST LEVEL 4	1	3	3	8	14	39	6	17	12	33	36
DIFFERENCE LEVEL 4	0	0	-6	-17	4	11	-1	-2	3	8	
PRETEST LEVEL 5	0	0	5	10	12	24	14	28	19	38	50
POSTTEST LEVEL 5	2	4	9	18	14	28	8	16	17	34	50
DIFFERENCE LEVEL 5	2	4	4	8	2	4	-6	-12	-2	-4	
	1	1	14	16	22	26	21	24	28	33	86
	3	3	12	14	28	33	14	16	29	34	86
	2	2	-2	-2	6	7	-7	-8	1	1	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

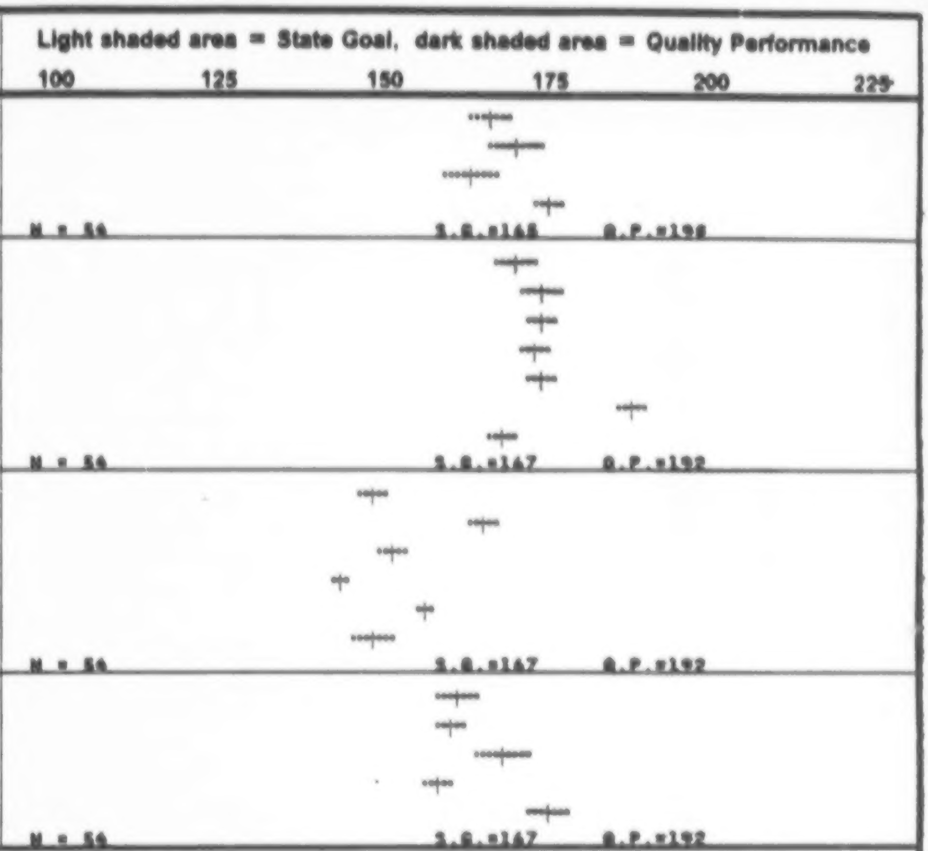
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CASCADE ELEM
School Code: 4055

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	166 ±3
Literal Comp	170 ±4
Infer & Crit Comp	163 ±4
Reference & Study	175 ±2
MATHEMATICS	170 ±3
Numbers & Num Rel	174 ±3
Operations & Comp	174 ±2
Geometry	173 ±2
Measurement	174 ±2
Prob & Stat	188 ±2
PROBLEM SOLVING	168 ±2
SCIENCE	148 ±2
Life Science	165 ±2
Earth Science	151 ±2
Physical Science	143 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	148 ±3
SOCIAL STUDIES	161 ±3
Communities	160 ±2
Citizenship	168 ±4
American Heritage	158 ±2
Skills	175 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

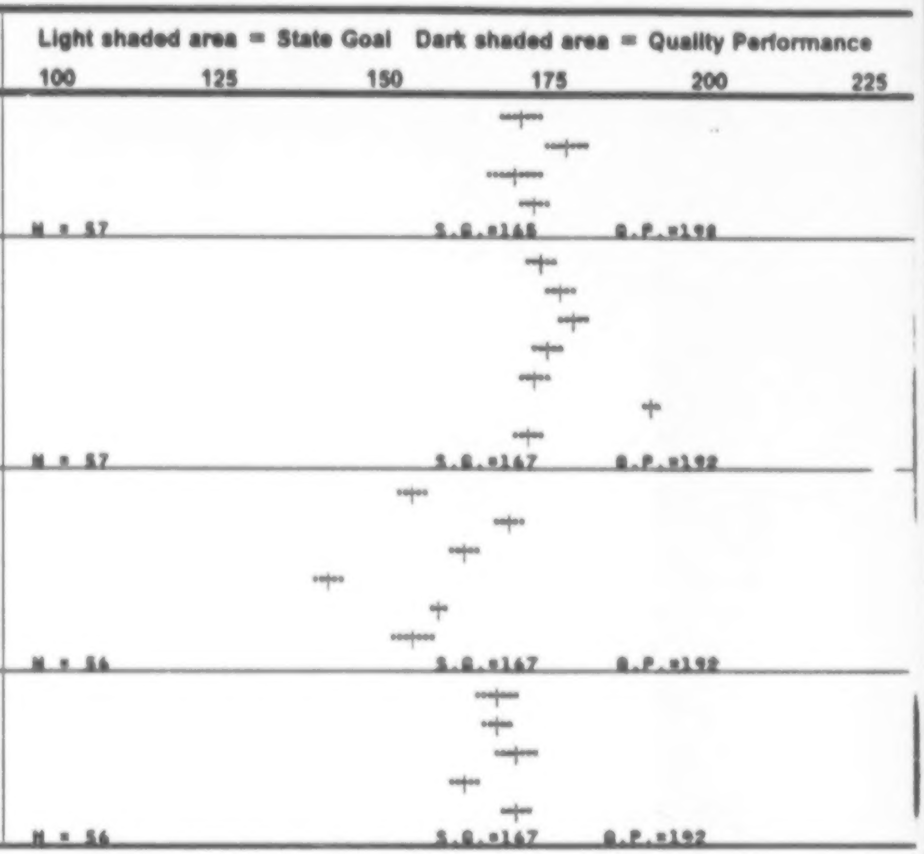
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CASCADE ELEM
School Code: 4055

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±3
Literal Comp	178 ±3
Infer & Crit Comp	170 ±4
Reference & Study	173 ±2
MATHEMATICS	174 ±2
Numbers & Num Rel	177 ±2
Operations & Comp	179 ±2
Geometry	175 ±2
Measurement	173 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	172 ±2
SCIENCE *	154 ±2
Life Science	169 ±2
Earth Science	162 ±2
Physical Science	141 ±2
Process Skills	158 ±1
Env/Sci/Tech/Soc	154 ±3
SOCIAL STUDIES	167 ±3
Communities	167 ±2
Citizenship	170 ±3
American Heritage	162 ±2
Skills	170 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

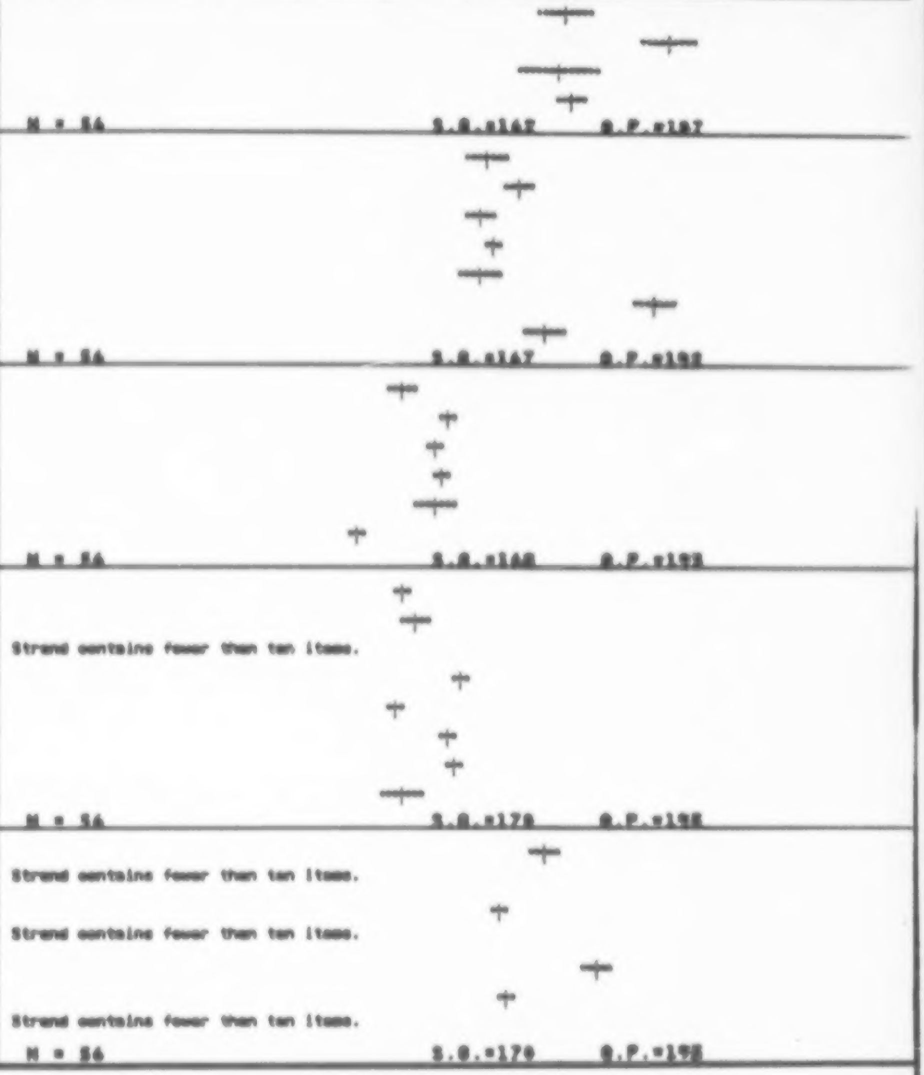
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CASCADE ELEM
School Code: 4055

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	178 ±4	
Literal Comp	194 ±4	
Infer & Crit Comp	177 ±6	
Reference & Study	179 ±2	
		N = 56 S.G.=167 Q.P.=187
MATHEMATICS	166 ±3	
Numbers & Num Rel	171 ±2	
Operations & Comp	165 ±2	
Geometry	167 ±1	
Measurement	165 ±3	
Prob & Stat	192 ±3	
PROBLEM SOLVING	175 ±3	
		N = 56 S.G.=167 Q.P.=192
SCIENCE	153 ±2	
Life Science	160 ±1	
Earth Science	158 ±1	
Physical Science	159 ±1	
Process Skills	158 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 56 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±1	
Geog Regions	155 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	161 ±1	
Skills	153 ±3	
		N = 56 S.G.=170 Q.P.=198
HEALTH	175 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	169 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 56 S.G.=170 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

550

┼ = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

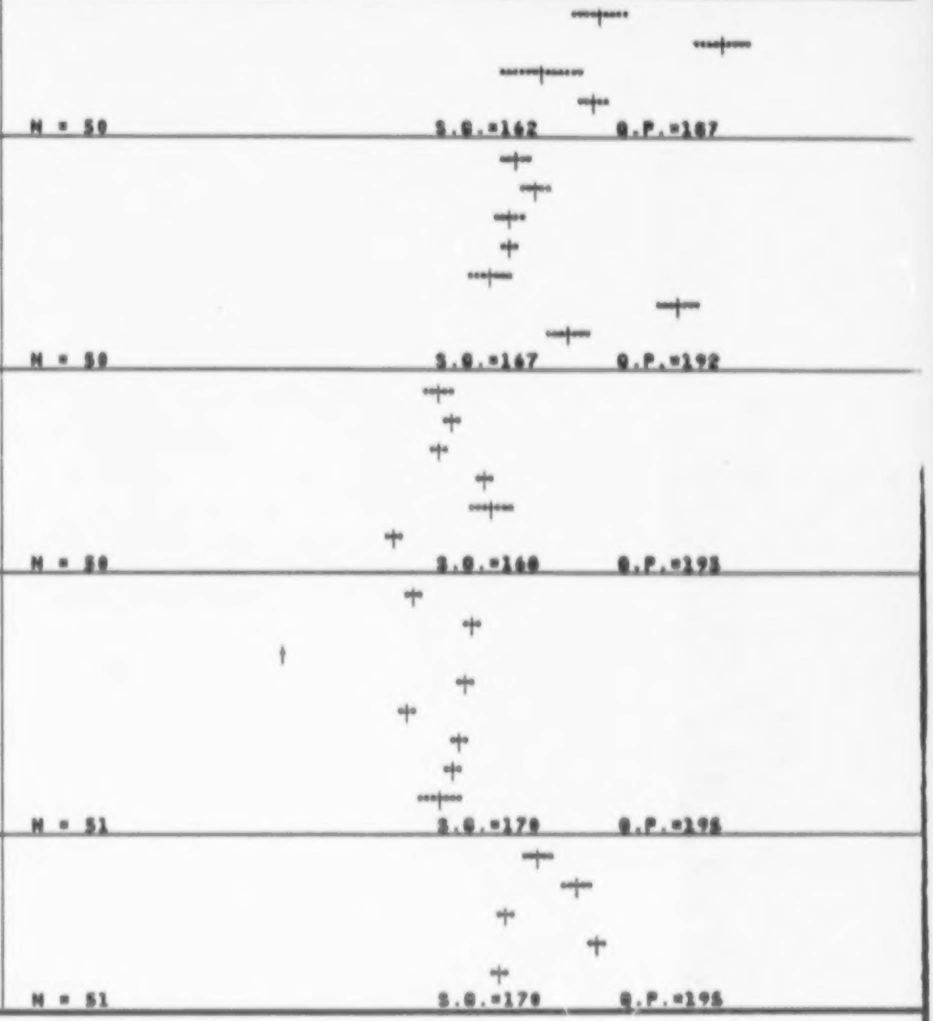
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CASCADE ELEM
School Code: 4055

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	183 ±4
Literal Comp	202 ±4
Infer & Crit Comp	174 ±6
Reference & Study	182 ±2
MATHEMATICS	170 ±2
Numbers & Num Rel	173 ±2
Operations & Comp	169 ±2
Geometry	169 ±1
Measurement	166 ±3
Prob & Stat	195 ±3
PROBLEM SOLVING	178 ±3
SCIENCE	158 ±2
Life Science	160 ±1
Earth Science	158 ±1
Physical Science	165 ±1
Process Skills	166 ±3
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	154 ±1
Geog Regions	163 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	153 ±1
U.S. 1875-1932	161 ±1
U.S. 1932-present	160 ±1
Skills	158 ±3
HEALTH	173 ±2
Sfty/Prs/Mntl Hlth	179 ±2
Nutrition	168 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	167 ±1



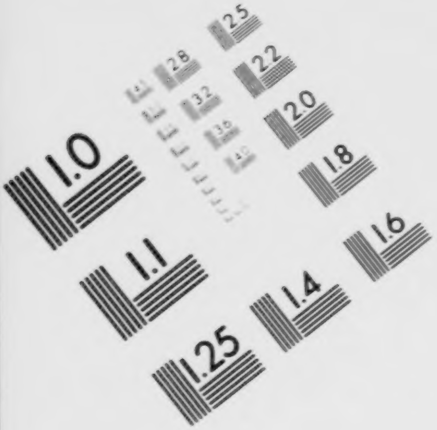
Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

551

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.



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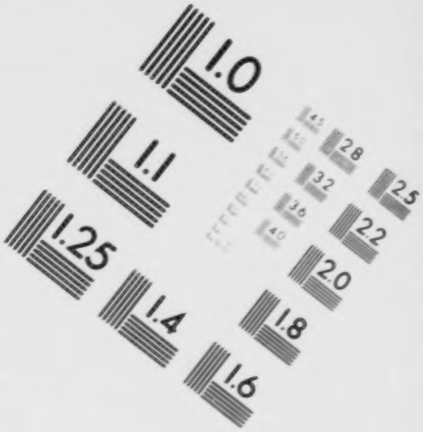

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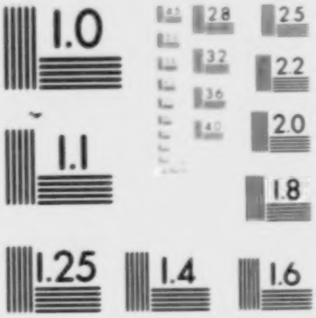

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MANUFACTURED TO AIIM STANDARDS
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10/06/93 CASCADE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	64	41	55	49	50	
02	54	46	66	25	50	
03	56	66	66	34	27	
04	47	63	26	47	26	
05	53	48	53	47	53	
School Total	274	53	53	40	42	2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	63	65	53	61	44	
02	54	69	69	65	39	
03	54	67	59	45	41	
04	47	70	26	46	34	
05	53	64	58	56	55	
School Total	271	67	52	55	43	-12
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

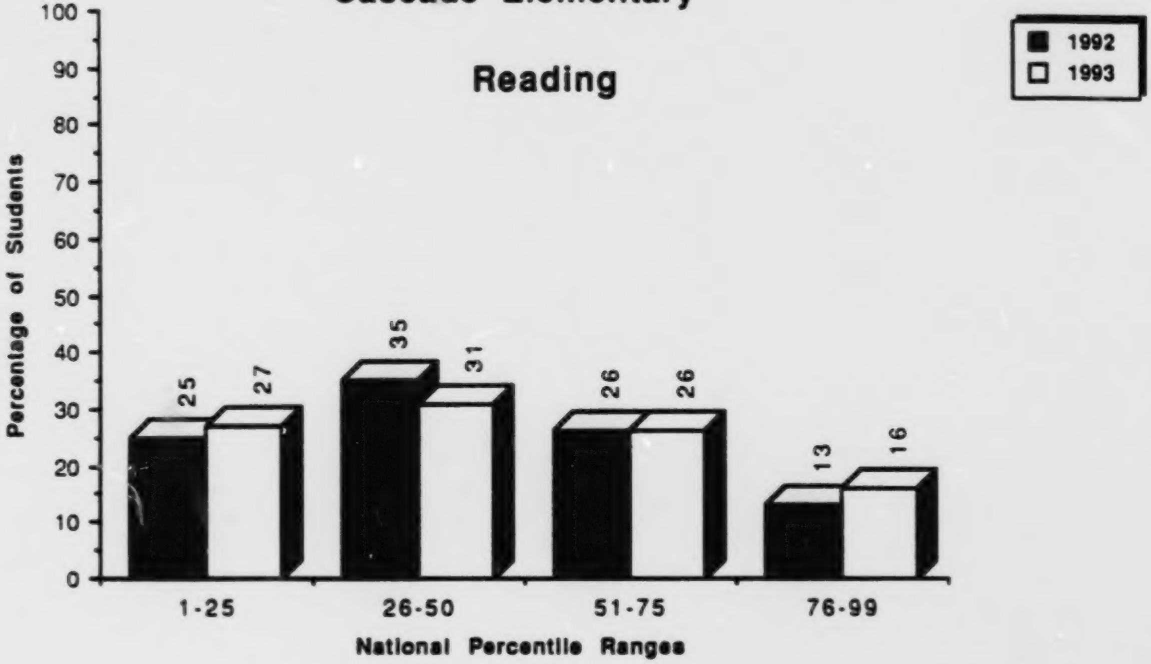
SCHOOL: 41161 CASCADE ELEMENTARY SCHOOL

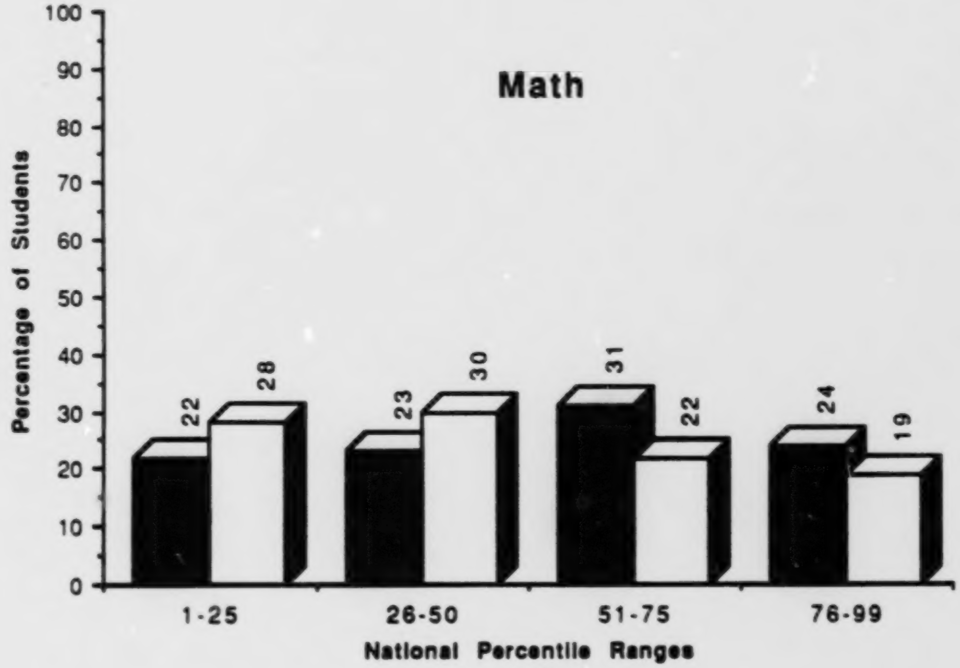
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	46	27	59	45	22	49
02	44	23	52	44	18	41
03	44	12	27	42	15	36
04	36	10	28	36	14	39
05	44	23	52	44	24	55
SCHOOL TOTAL	214	95	44	211	93	44
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Cascade Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	12	35	29	-6	11	38	28	-10
03 Non SWP	17	27	41	14	8	39	28	-11
04 Non SWP	15	33	36	3	18	33	37	4
05 Non SWP	14	38	36	-2	17	33	40	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	11	34	29	-5	9	33	24	-9
03	23	27	40	13	14	42	34	-8
04	14	34	35	1	14	30	33	3
05	12	39	39		15	31	41	10

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

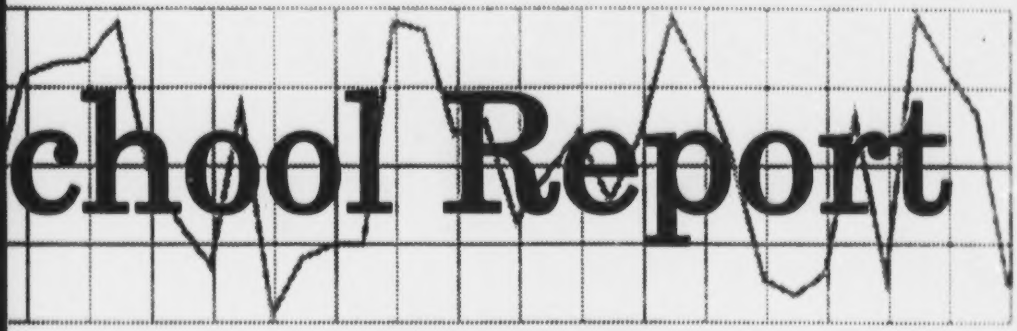
8/04/93 CASCADE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	42	100					42
	System	5,184	95			294	5	5,478
01	School	58	91	2	3	4	6	64
	System	4,879	89	202	4	408	7	5,489
02	School	49	89	1	2	5	9	55
	System	4,527	91	257	5	185	4	4,969
03	School	54	93	2	3	2	3	58
	System	4,598	92	260	5	113	2	4,971
04	School	45	100					45
	System	4,608	94	227	5	82	2	4,917
05	School	51	96	2	4			53
	System	4,588	96	191	4	20		4,799
	School	299	94	7	2	11	3	317
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

COLLIER HEIGHTS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

COLLIER HEIGHTS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• The opening of a neighborhood middle school resulted in changing the organization of Collier Heights from a K-7 school to one that provided instruction to students in kindergarten through fifth grade. The school continued to attract new students from in and outside of the system, which resulted in a student population (570) that was almost at the former level of 600. • Staff school factors for the first year as a K-5 school were characterized as follows: Stable student enrollment was 91 percent. Average class size was 22 students. Low percentages of the student population were served in Chapter I (22 percent) and Remedial Education (19 percent). The majority of the kindergarten students (65 percent) attended formal preschool programs. All of the first graders formerly attended kindergarten. Average student attendance (95 percent) was above the system average of 94 percent. Average staff attendance (97 percent) was at the same level as teachers systemwide. • Programs for instructional support included Chapter I, Remedial Education, Foreign Language, Exceptional Children, computer-assisted instruction and other local projects and services.

Critical Questions	Findings
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?	• The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress. • The GKAP measured performance on structured assessment activities and behavioral observations for the capabilities of the 92 kindergarten students in five areas. The percentages of students receiving "yes" ratings on the five areas were: Communicative (90 percent), Logical/Mathematical (87 percent), Physical (98 percent), Personal (92 percent), and Social (97 percent). A range of 86 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 89 students showed the following number of students in each stage of writing development: Pictographic Writer (2), Scribble Writer (4), Invented Word Writer (2), Copier (23), New Word Writer (19), Phrase/Sentence Writer (23), Simple Story Writer (16), Intermediate Story Writer (0), and Advanced Story Writer (0). • The writing skills of students generally ranged across four stages at the end of the kindergarten year; Copier, New Word Writer, Phrase/Sentence Writer and Simple Story Writer. No students were assessed at the Intermediate or Advanced stage of writing development.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • The fiction results for second and fourth grades showed that the number of students needing improvement decreased at the end of the year while the pattern for grades 3 and 5 showed more students in the Needs Improvement or Lower Adequate categories at the end of the year. (It should be noted that results were reported for 48 of 77 third grade students).

Critical Questions	Findings
II. Performance-Based Assessment	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey? (Continued)	• For the nonfiction reading selection, fifth grade students improved their performance which resulted in 20 percent more students in the Adequate and Excellent categories. • Fourth grade students performed better on the fiction reading selection than for nonfiction. Twenty-three percent more students ended the year in the Lower Adequate and Needs Improvement categories for fiction.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5,	
	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scaled scores met or exceeded the State Goal in the content areas of Language Arts/Reading, Mathematics, and Social Studies. Performance on one of the Science strands, Life Science, was at the State Goal for both years. Performance for Probability and Statistics was at Quality Performance for 1993.
B. Grade 5	• For Grade 5, students achieved the State Goal performance criterion in 1992 and 1993 for the content areas of Language Arts/Reading, Mathematics and Health. The performance for the Social Studies Skills strand was at State Goal in 1992. • Additionally, the school's scores in 1992 and 1993 indicated Quality Performance in the content area of Language Arts/Reading, and for the Mathematics strand, Probability and Statistics.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills** (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	● Reading and mathematics achievement at Collier Heights remained above the national norm from 1986 to 1992. The percentages of students earning scores at the national norm level in 1992 were 54 for reading and 58 percent for mathematics. ● Total school performance on the ITBS for 1993 declined from 54 to 45 percent in reading and 58 to 56 percent in mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 were as follows: ● Grade 1 - 51 percent for Reading; 60 percent for Mathematics Grade 2 - 51 percent for Reading; 61 percent for Mathematics Grade 3 - 25 percent for Reading; 37 percent for Mathematics Grade 4 - 36 percent for Reading; 53 percent for Mathematics Grade 5 - 59 percent for Reading; 68 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	● Ninety-one percent of Collier's students remained stable at the school for seven or more of nine attendance periods; that is 140 or more of 180 days of attendance. Achievement at or above the national norm for this stable group was two points higher for reading (47 percent) and three points higher for Mathematics (59 percent) when compared to the total group.
C. The percentage of students scoring within each quadrant?	● The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading and mathematics achievement scores in the higher percentile ranges (51-99).
V. **Project Results**	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	● Collier Heights implemented the traditional Chapter I Program in which students made the following mean NCE gains from 1992 to 1993:
A. Chapter I - Traditional Program	Grade 2 - 4 NCE gains for Reading; 6 NCE gains for Mathematics Grade 3 - 4 NCE loss for Reading; 5 NCE gains for Mathematics Grade 4 - Maintained NCE at 34 for Reading; 6 NCE gains for Mathematics Grade 5 - 4 NCE gains for Reading; 8 NCE gains for Mathematics

Critical Questions	Findings
V. **Project Results** (Continued) How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
A. Chapter I - Traditional Program (Continued)	• Systemwide, students in traditional Chapter I programs averaged reading gains of 1 to 6 NCE points, and 2 to 7 points for mathematics. A loss of one NCE point occurred for third grade mathematics.
B. Remedial Education Program (REP)	• REP students in grades 2, 4, and 5 averaged 1 to 3 NCE gains in reading, and grades 2 through 5 averaged 3 to 7 NCE gains in mathematics. A loss of 3 NCE points occurred for third grade reading. • Systemwide, students in grades 3, 4, and 5 gained 2 to 7 NCE points in reading, and mathematics gains of 2 to 5 points were made in grades 2, 4, and 5. Second grade students remained at 36 NCE for reading, and third grade students lost 3 NCE points for mathematics.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 87 to 97 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 85 percent were promoted. Fifteen percent were retained. • The Progression Status Report for 1992-93 showed that 84 percent of Collier's students were promoted, 7 percent were administratively placed and 9 percent were retained. Systemwide, 93 percent were promoted, 4 percent were administratively placed and 4 percent of the K-5 elementary students were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
COLLIER HEIGHTS ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	618	610	570	-40	-6.6	-48	-7.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	521	91	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	49	9	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	242	42	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	51	9	3873	12
MOBILITY INDEX	.29		.38	
3. PUPIL-TEACHER RATIO	21.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	10	2	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	127	22	15734	50
CHAPTER I MATH	126	22	14903	47
REP READING	106	19	4384	14
REP MATH	109	19	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	65	11	1539	5

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	1	291	5
K-GARTEN - HEAD START	3	3	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	55	61	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	34	2391	45
FIRST GRADE - APS K-GARTEN	102	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	7	6	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		96.7		94.4
1991-92		95.9		94.1
1992-93		95.3		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.7		97.2
1991-92		97.4		97.4
1992-93		97.2		97.4

Collier Heights Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	90	93	92
II. Logical-Mathematical	87	93	93
III. Physical	98	97	96
IV. Personal	92	94	92
V. Social	97	94	93
Total Number Reported	92	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	90	93	92
B. Processes Auditory Information	93	92	92
C. Communicates Orally	96	91	92
D. Demonstrates Emergent Literacy	86	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	87	90	91
B. Makes Comparisons	91	91	91
C. Knows Numbers 1 to 10	91	93	93
D. Extends Patterns	93	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

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**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
COLLIER HEIGHTS ELEMENTARY 41203

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	2	2.2
STAGE 2: SCRIBBLE WRITER	4	4.5
STAGE 3: INVENTED WORD WRITER	2	2.2
STAGE 4: COPIER	23	25.8
STAGE 5: NEW WORD WRITER	19	21.3
STAGE 6: PHRASE/SENTENCE WRITER	23	25.8
STAGE 7: SIMPLE STORY WRITER	16	18.0
TOTAL NUMBER	89	99.8

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: COLLIER HEIGHTS ELEMENTARY

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	5	6	14	16	14	16	23	27	30	35	86
POSTTEST LEVEL 2	9	10	29	34	24	28	18	21	6	7	86
DIFFERENCE LEVEL 2	4	4	15	18	10	12	-5	-6	-24	-28	
PRETEST LEVEL 3	3	6	13	27	12	25	6	13	14	29	48
POSTTEST LEVEL 3	1	2	12	25	6	13	12	25	17	35	48
DIFFERENCE LEVEL 3	-2	-4	-1	-2	-6	-12	6	12	3	6	
PRETEST LEVEL 4	9	9	21	21	20	20	21	21	29	29	100
POSTTEST LEVEL 4	10	10	16	16	27	27	22	22	25	25	100
DIFFERENCE LEVEL 4	1	1	-5	-5	7	7	1	1	-4	-4	
PRETEST LEVEL 5	6	8	20	27	24	32	13	17	12	16	75
POSTTEST LEVEL 5	8	11	20	27	13	17	13	17	21	28	75
DIFFERENCE LEVEL 5	2	3	0	0	-11	-15	0	0	9	12	
	23	7	68	22	70	23	63	20	85	28	309
•	28	9	77	25	70	23	65	21	69	22	309
	5	2	9	3	0	0	2	1	-16	-6	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: COLLIER HEIGHTS ELEMENTARY

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	14	14	31	31	26	26	14	14	16	16	101
POSTTEST LEVEL 4	6	6	18	18	24	24	25	25	28	28	101
DIFFERENCE LEVEL 4	-8	-8	-13	-13	-2	-2	11	11	12	12	
PRETEST LEVEL 5	3	4	11	14	9	12	25	32	29	38	77
POSTTEST LEVEL 5	14	18	14	18	11	14	13	17	25	32	77
DIFFERENCE LEVEL 5	11	14	3	4	2	2	-12	-15	-4	-6	
	17	10	42	24	35	20	39	22	45	25	178
	20	11	32	18	35	20	38	21	53	30	178
	3	1	-10	-6	0	0	-1	-1	8	5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

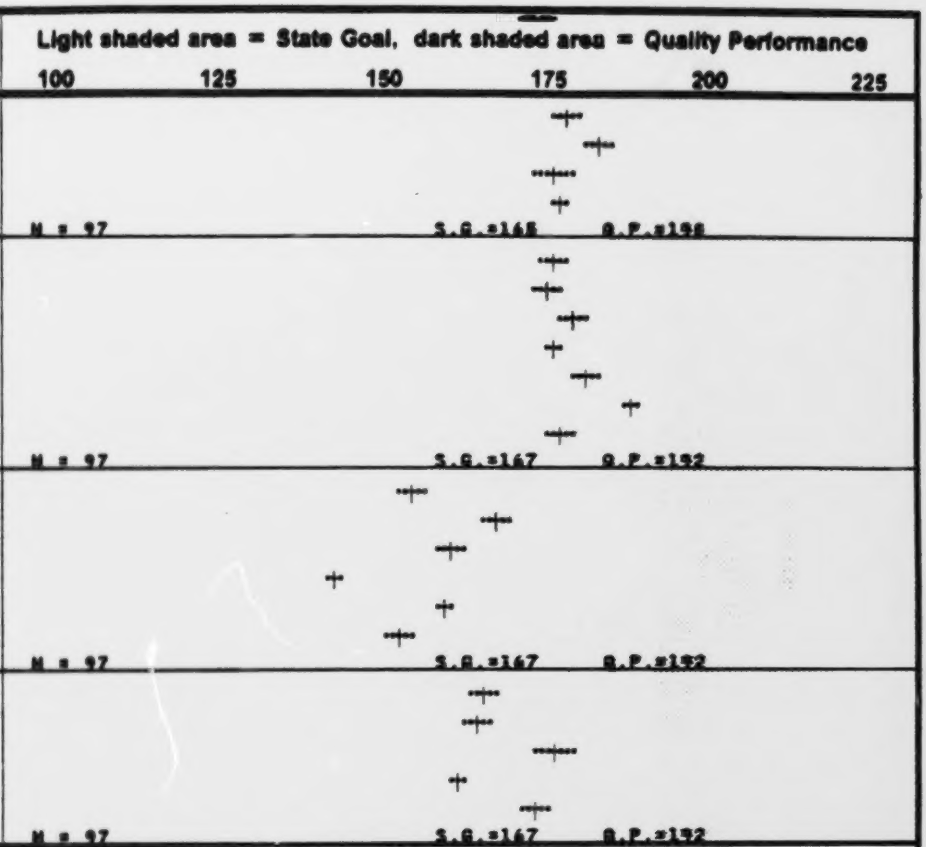
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: COLLIER HEIGHTS ELEM
School Code: 1057

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	178 ±2
Literal Comp	183 ±2
Infer & Crit Comp	176 ±3
Reference & Study	177 ±1
MATHEMATICS	176 ±2
Numbers & Num Rel	175 ±2
Operations & Comp	179 ±2
Geometry	176 ±1
Measurement	181 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	177 ±2
SCIENCE	154 ±2
Life Science	167 ±2
Earth Science	160 ±2
Physical Science	142 ±1
Process Skills	159 ±1
Env/Sci/Tech/Soc	152 ±2
SOCIAL STUDIES	165 ±2
Communities	164 ±2
Citizenship	176 ±3
American Heritage	161 ±1
Skills	173 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

503

GEORGIA CURRICULUM BASED ASSESSMENT

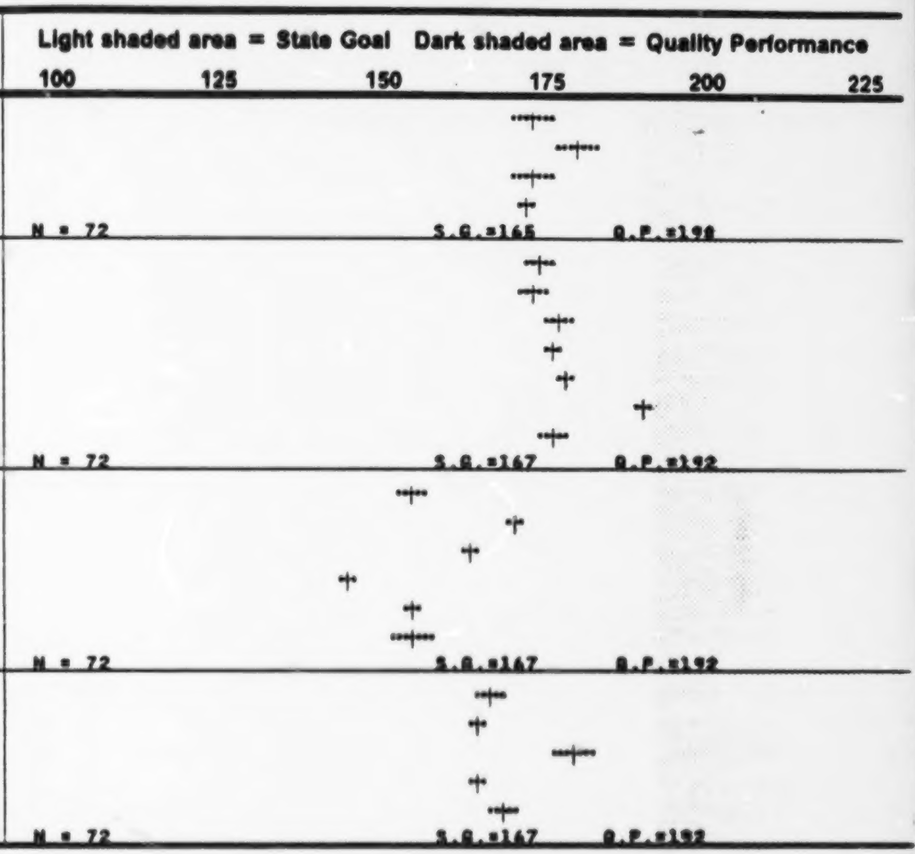
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: COLLIER HEIGHTS ELEM
School Code: 1057

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	173 ±3
Literal Comp	180 ±3
Infer & Crit Comp	173 ±3
Reference & Study	172 ±1
MATHEMATICS	174 ±2
Numbers & Num Rel	173 ±2
Operations & Comp	177 ±2
Geometry	176 ±1
Measurement	178 ±1
Prob & Stat	190 ±1
PROBLEM SOLVING	176 ±2
SCIENCE *	154 ±2
Life Science	170 ±1
Earth Science	163 ±1
Physical Science	144 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	154 ±3
SOCIAL STUDIES	166 ±2
Communities	164 ±1
Citizenship	179 ±3
American Heritage	164 ±1
Skills	168 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

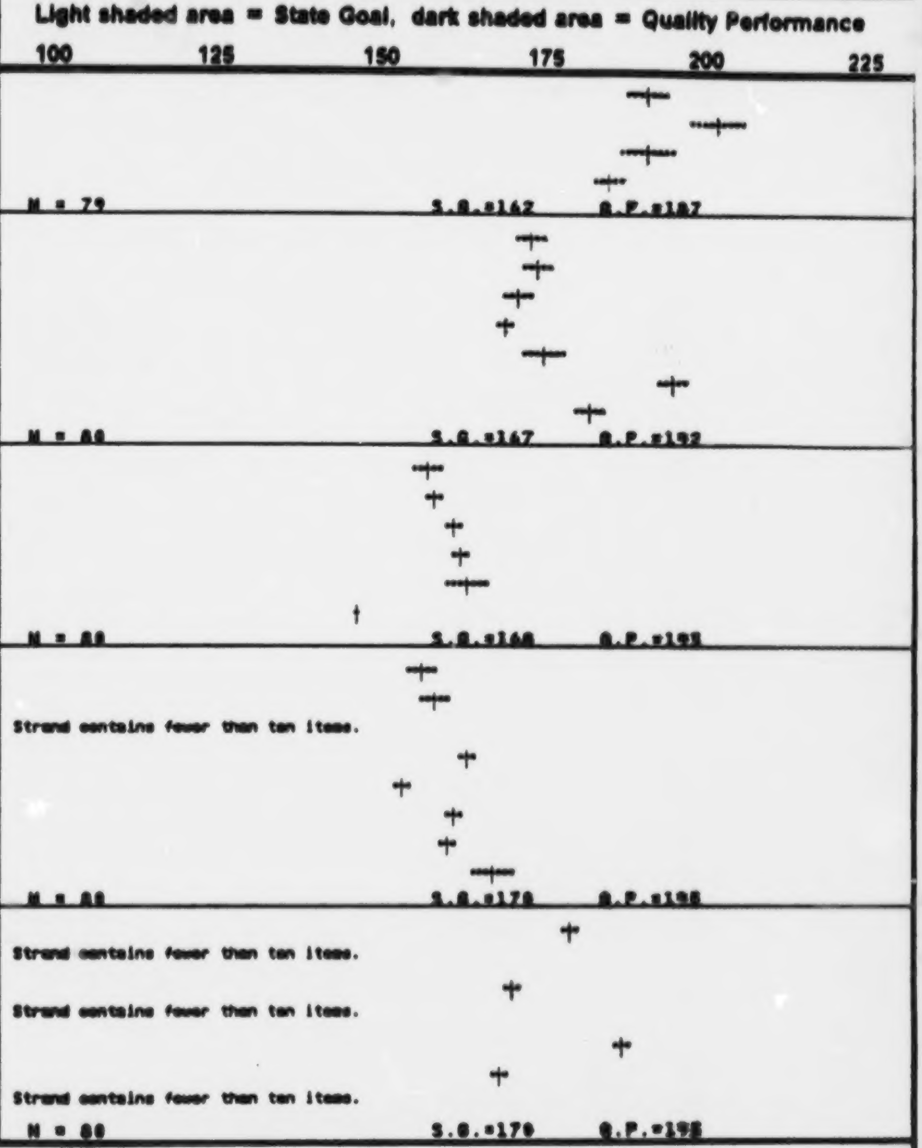
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: COLLIER HEIGHTS ELEM
School Code: 1057

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	191 ±3	
Literal Comp	202 ±4	
Infer & Crit Comp	191 ±4	
Reference & Study	185 ±2	
		N = 79 S.G.=162 Q.P.=187
MATHEMATICS	173 ±2	
Numbers & Num Rel	174 ±2	
Operations & Comp	171 ±2	
Geometry	169 ±1	
Measurement	175 ±3	
Prob & Stat	195 ±2	
PROBLEM SOLVING	182 ±2	
		N = 80 S.G.=167 Q.P.=192
SCIENCE	157 ±2	
Life Science	158 ±1	
Earth Science	161 ±1	
Physical Science	162 ±1	
Process Skills	163 ±3	
Env/Sci/Tech/Soc	146 ±0	
		N = 80 S.G.=168 Q.P.=193
SOCIAL STUDIES	156 ±2	
Geog Regions	158 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	163 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	160 ±1	
Skills	167 ±3	
		N = 80 S.G.=170 Q.P.=195
HEALTH	179 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	170 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	187 ±1	
Growth, Dev & Fam	168 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 80 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

595

† = the school score
••• = the standard error (S.E.)

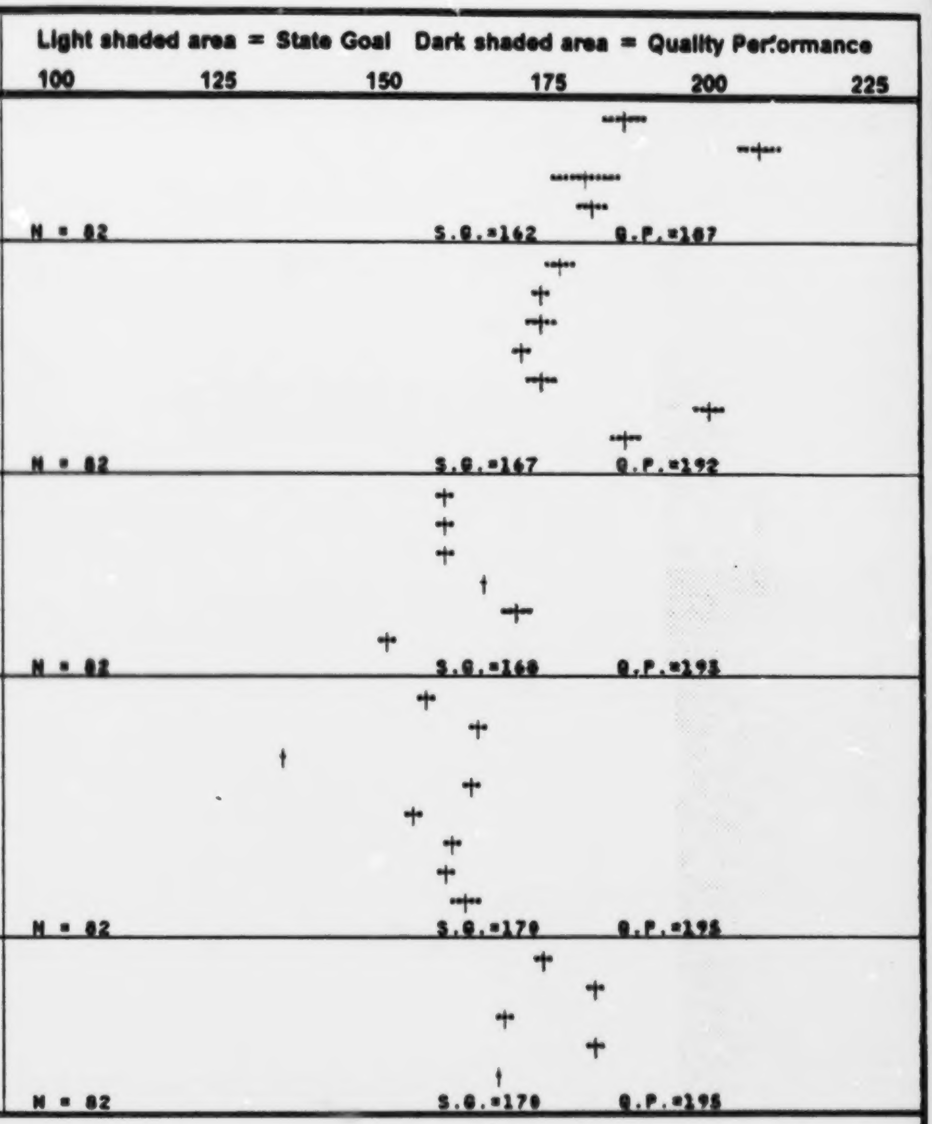
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: COLLIER HEIGHTS ELEM
School Code: 1057

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	187 ±3
Literal Comp	208 ±3
Infer & Crit Comp	181 ±5
Reference & Study	182 ±2
MATHEMATICS	177 ±2
Numbers & Num Rel	174 ±1
Operations & Comp	174 ±2
Geometry	171 ±1
Measurement	174 ±2
Prob & Stat	200 ±2
PROBLEM SOLVING	187 ±2
SCIENCE	159 ±1
Life Science	159 ±1
Earth Science	159 ±1
Physical Science	165 ±0
Process Skills	170 ±2
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	156 ±1
Geog Regions	164 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	154 ±1
U.S. 1875-1932	160 ±1
U.S. 1932-present	159 ±1
Skills	162 ±2
HEALTH	174 ±1
Sfty/Prs/Mntl Hlth	182 ±1
Nutrition	168 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	167 ±0

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 COLLIER HEIGHTS ELEMENTARY

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	105	80	77	43	51	
02	97	73	69	62	51	
03	73	63	61	50	25	
04	108	46	47	54	36	
05	78	62	57	57	59	
06		66	61	52		
07		52	61	63		
School Total	461	64	61	54	45	-9
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	105	84	77	62	60	
02	97	57	76	48	61	
03	73	68	67	49	37	
04	108	56	58	73	53	
05	78	70	69	62	68	
06		84	66	48		
07		54	75	70		
School Total	461	68	70	58	56	-2
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

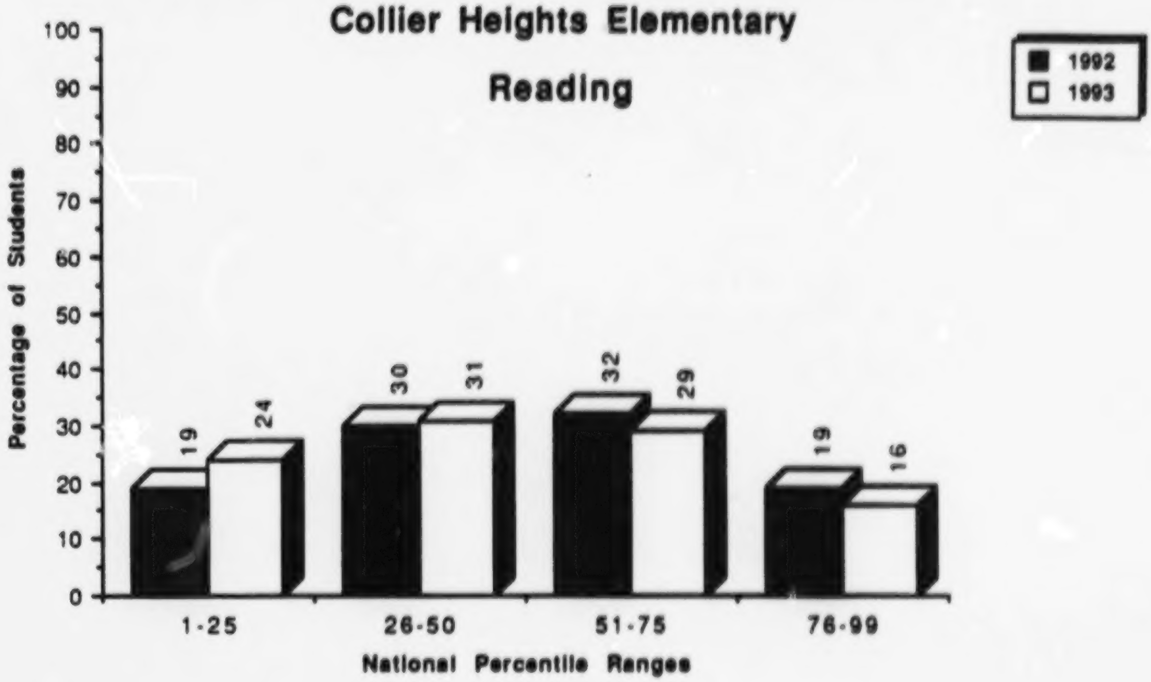
SCHOOL: 41203 COLLIER HEIGHTS ELEMENTARY

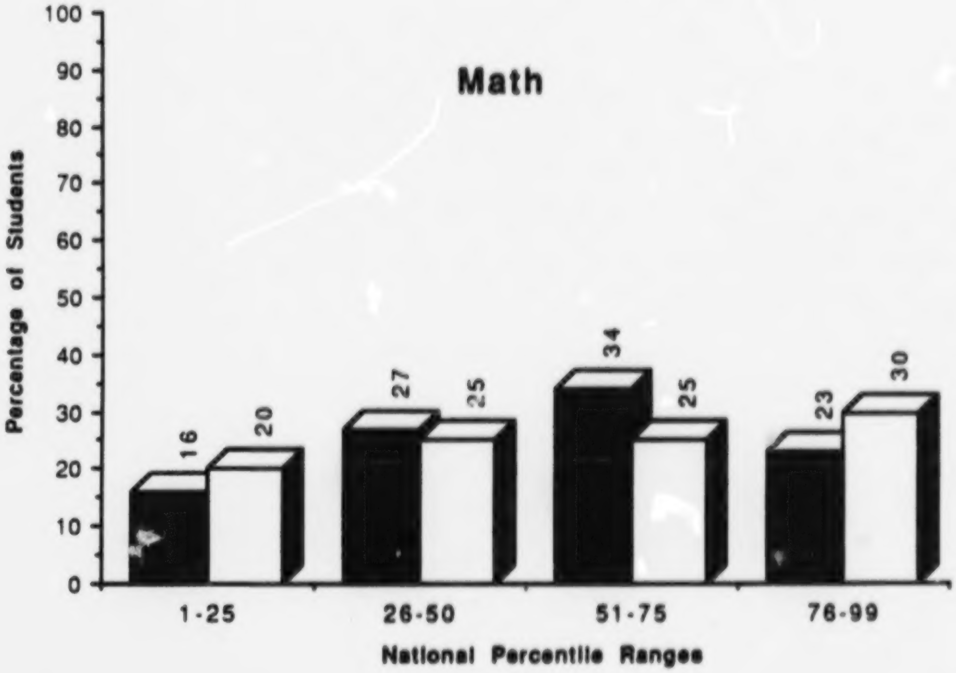
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	96	52	54	96	60	63
02	91	49	54	91	57	63
03	66	16	24	66	25	38
04	100	38	38	100	56	56
05	72	43	60	72	52	72
SCHOOL TOTAL	425	198	47	425	250	59
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Collier Heights Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	31	36	40	4	31	38	44	6
03 Non SWP	32	34	31	-3	31	35	40	5
04 Non SWP	40	34	34		46	34	40	6
05 Non SWP	17	33	37	4	10	38	46	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	27	36	37	1	27	39	44	5
03	24	33	31	-2	24	35	40	5
04	31	33	34	1	33	30	37	7
05	21	35	38	3	19	42	45	3

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

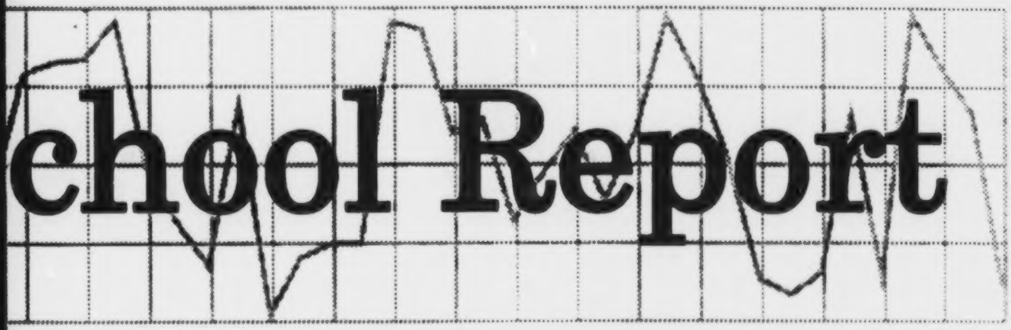
8/04/93 COLLIER HEIGHTS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	76	85			13	15	89
	System	5,184	95			294	5	5,478
01	School	94	89	3	3	9	8	106
	System	4,879	89	202	4	408	7	5,489
02	School	78	80	6	6	14	14	98
	System	4,527	91	257	5	185	4	4,969
03	School	63	82	11	14	3	4	77
	System	4,598	92	260	5	113	2	4,971
04	School	92	79	13	11	11	9	116
	System	4,608	94	227	5	82	2	4,917
05	School	77	92	6	7	1	1	84
	System	4,588	96	191	4	20		4,799
	School	480	84	39	7	51	9	570
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

CONNALLY
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

CONNALLY ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Linda D. Ballagas, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• There was a decline in the active enrollment and the rate of decline exceeded the rate of enrollment decline for the system. • The percentage of students on active roll for seven or more attendance periods was equal to the system percentage. • The percentages of students new to the school and new to the Atlanta Public Schools were lower than the corresponding system percentages. The mobility index, however, exceeded that reported for the system. • The pupil-teacher ratio was higher than the system ratio by two students per class. • The percentage of out-of-school suspensions exceeded the system percentage. • The percentages of students served by the various remedial programs exceeded the corresponding system percentages. All of the students were served in Chapter I because the school had a Chapter I Schoolwide Project. • A higher percentage of kindergarten students had little or no preschool experience than system kindergarten students. All of the first grade students had kindergarten experience.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• Student attendance improved and continued to remain above that of the system. • Staff attendance declined slightly and was, once again, below staff attendance for the system. • Eighty-seven percent of the population was eligible for free or reduced price lunches compared to eighty-three percent who were eligible in the system population.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of students demonstrating the five kindergarten capabilities and the eight key indicators of the structured assessment activities equaled or exceeded the system and state percentages.
B. What was the ending performance of kindergarten students in writing?	• Over fifty percent of the kindergarten students were rated to be at stage 6 or 7 in their writing development at the end of the school year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Matched results for fiction revealed that the overall percentages of students with scores in the "middle adequate", "lower adequate" and "needs improvement" categories declined, while the pecentages scoring in the "excellent" and "upper adequate" categories increased. • Matched results for nonfiction reveled a similar pattern. The percentages of students scoring in the "lower adequate" and "needs improvement" categories declined and the percentages with scores in the "excellent", "upper adequate" and "middle adequate" categories improved.

Critical Questions	**Findings**
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• At Grade 3, the state goal was achived in 1992 and 1993 for the content areas of Language Arts/Reading and Mathematics. Quality performance was not achieved in any of the four content areas assessed. • A review of the strand data revealed that the state goal was also achieved both years for all three strands assessed in Language Arts/Reading, all six strands assessed in Mathematics, the "life science" strand, and the "citizenship" and "skills" strands in Social Studies.
B. Grade 5	• At Grade 5, the state goal was achieved both years in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the five content areas assessed. • Strand data revealed that the state goal was also achieved in 1992 and 1993 for all three strands assessed in Language Arts/Reading, all of the Mathematics strands assessed except "operations and computation", and the strand of "substance abuse" in Health. Quality performance was achieved both years for one Language Arts/Reading strand, "literal comprehension."

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was an increase in the percentage of students with scores at or above the national norm in reading, but there was a decline in the percentage for mathematics.
B. Students who attended the school for seven or more attendance periods?	• For students who attended the school for seven or more attendance periods, the percentages with scores at or above the national norm were higher in both reading and mathematics than the percentages for all students tested at the school.
C. The percentage of students scoring within each quadrant?	• There were decreases in the percentages of students with reading scores in the two lowest quadrants, while there were increases in the percentages with scores in the two highest quadrants. • In mathematics, there were decreases in the percentages of students with scores in the first, third, and fourth quadrants and there was an increase in the percentage in the second quadrant.

Critical Questions	**Findings**
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• The Chapter I reading students demonstrated higher NCE gains than the system Chapter I non-Schoolwide Project reading students for two of the four grades, the third and fourth grades. • The Chapter I mathematics students demonstrated higher NCE gains than the system Chapter I non-Schoolwide Project mathematics students at grade five only.
B. Remedial Education Program (REP)	• Students in REP demonstrated gains in their average NCE scores in reading at two of the four grades served, grades three and four. These gains exceeded those of system third and fourth grade REP students. • In mathematics, REP students demonstrated gains in their average NCE scores for each grade served except the third grade, and these gains exceeded those of system REP students at each grade.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• The percentage of students promoted exceeded the system percentage, and the percentages of students administratively placed and retained were lower than the system percentages.

LDB:sm - SR#20
Department of Research and Evaluation
November 2, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
CONNALLY ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	639	641	581	-60	-9.4	-58	-9.1
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	506	87	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	75	13	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	145	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	50	9	3873	12
MOBILITY INDEX	.40		.38	
3. PUPIL-TEACHER RATIO	24.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	6	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	581	100	15734	50
CHAPTER I MATH	581	100	14903	47
REP READING	89	15	4384	14
REP MATH	75	13	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	36	6	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	2	2	291	5
K-GARTEN - HEAD START	4	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	35	39	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	48	54	2391	45
FIRST GRADE - APS K-GARTEN	76	93	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	7	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.4		94.4
1991-92		94.6		94.1
1992-93		95.0		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.4		97.2
1991-92		96.7		97.4
1992-93		96.5		97.4

Connally Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	97	93	92
II. Logical-Mathematical	95	93	93
III Physical	97	97	96
IV Personal	97	94	92
V Social	98	94	93
Total Number Reported	95	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	94	93	92
B. Processes Auditory Information	97	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	96	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	95	90	91
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	93	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- A. **Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- B. **Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. **Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. **Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstraues understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- A. **Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. **Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- C. **Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- D. **Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- A. **Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. **Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. **Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. **Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- A. **Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- B. **Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. **Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- A. **Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. **Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

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**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
CONNALLY ELEMENTARY SCHOOL 41210

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	1	1.1
STAGE 2: SCRIBBLE WRITER	2	2.1
STAGE 4: COPIER	14	14.7
STAGE 5: NEW WORD WRITER	26	27.4
STAGE 6: PHRASE/SENTENCE WRITER	25	26.3
STAGE 7: SIMPLE STORY WRITER	27	28.4
TOTAL NUMBER	95	100.0

*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: CONNALLY ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	3	4	18	23	24	31	12	15	21	27	78
POSTTEST LEVEL 2	19	24	33	42	17	22	5	6	4	5	78
DIFFERENCE LEVEL 2	16	20	15	19	-7	-9	-7	-9	-17	-22	
PRETEST LEVEL 3	16	21	18	24	17	23	10	13	14	19	75
POSTTEST LEVEL 3	28	37	21	28	8	11	3	4	15	20	75
DIFFERENCE LEVEL 3	12	16	3	4	-9	-12	-7	-9	1	1	
PRETEST LEVEL 4	5	8	12	19	15	23	9	14	23	36	64
POSTTEST LEVEL 4	15	23	19	30	19	30	7	11	4	6	64
DIFFERENCE LEVEL 4	10	15	7	11	4	7	-2	-3	-19	-30	
PRETEST LEVEL 5	2	3	11	17	12	19	19	30	19	30	63
POSTTEST LEVEL 5	8	13	20	32	15	24	6	10	14	22	63
DIFFERENCE LEVEL 5	6	10	9	15	3	5	-13	-20	-5	-8	
	26	9	59	21	68	24	50	18	77	28	280
	70	25	93	33	59	21	21	8	37	13	280
	44	16	34	12	-9	-3	-29	-10	-40	-15	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: CONNALLY ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	11	16	13	19	18	26	14	21	12	18	68
POSTTEST	LEVEL	4	11	16	20	29	20	29	10	15	7	10	68
DIFFERENCE	LEVEL	4	0	0	7	10	2	3	-4	-6	-5	-8	
PRETEST	LEVEL	5	1	2	5	8	14	22	21	33	23	36	64
POSTTEST	LEVEL	5	2	3	12	19	14	22	17	27	19	30	64
DIFFERENCE	LEVEL	5	1	1	7	11	0	0	-4	-6	-4	-6	
			12	9	18	14	32	24	35	27	35	27	132
			13	10	32	24	34	26	27	20	26	20	132
			1	1	14	10	2	2	-8	-7	-9	-7	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

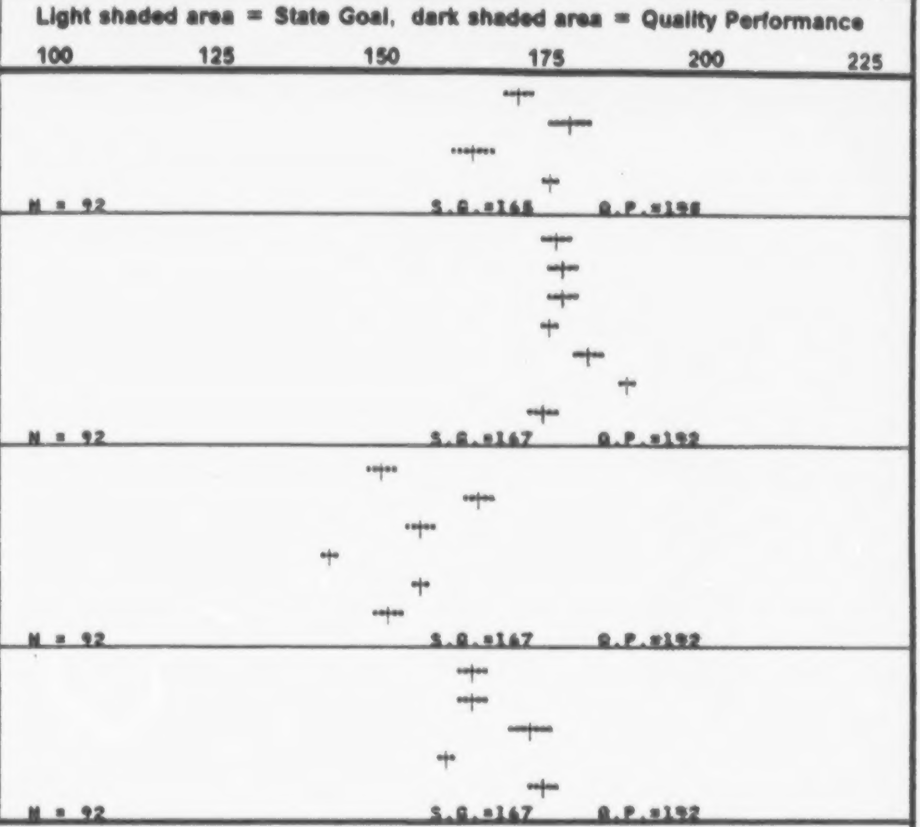
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CONNALLY ELEM
School Code: 2057

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±2
Literal Comp	179 ±3
Infer & Crit Comp	164 ±3
Reference & Study	176 ±1
MATHEMATICS	177 ±2
Numbers & Num Rel	178 ±2
Operations & Comp	178 ±2
Geometry	176 ±1
Measurement	182 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	175 ±2
SCIENCE	150 ±2
Life Science	165 ±2
Earth Science	156 ±2
Physical Science	142 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	151 ±2
SOCIAL STUDIES	164 ±2
Communities	164 ±2
Citizenship	173 ±3
American Heritage	160 ±1
Skills	175 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

638

┼ = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

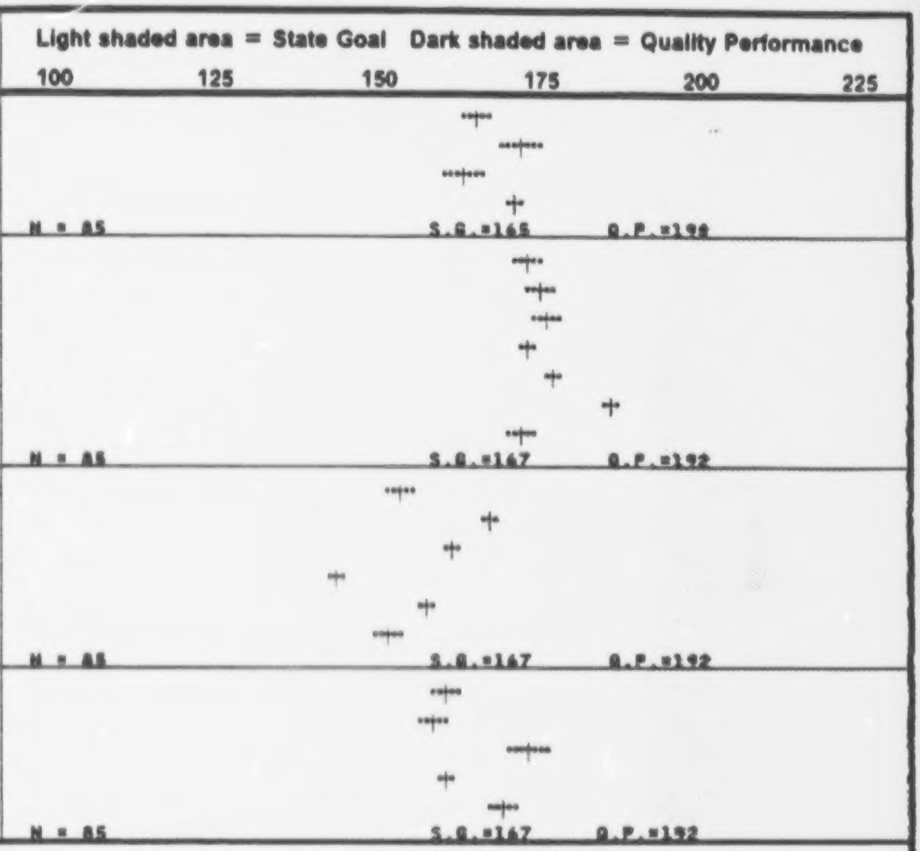
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CONNALLY ELEM
School Code: 2057

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±2
Literal Comp	172 ±3
Infer & Crit Comp	163 ±3
Reference & Study	171 ±1
MATHEMATICS	173 ±2
Numbers & Num Rel	175 ±2
Operations & Comp	176 ±2
Geometry	173 ±1
Measurement	177 ±1
Prob & Stat	186 ±1
PROBLEM SOLVING	172 ±2
SCIENCE *	153 ±2
Life Science	167 ±1
Earth Science	161 ±1
Physical Science	143 ±1
Process Skills	157 ±1
Env/Sci/Tech/Soc	151 ±2
SOCIAL STUDIES	160 ±2
Communities	158 ±2
Citizenship	173 ±3
American Heritage	160 ±1
Skills	169 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

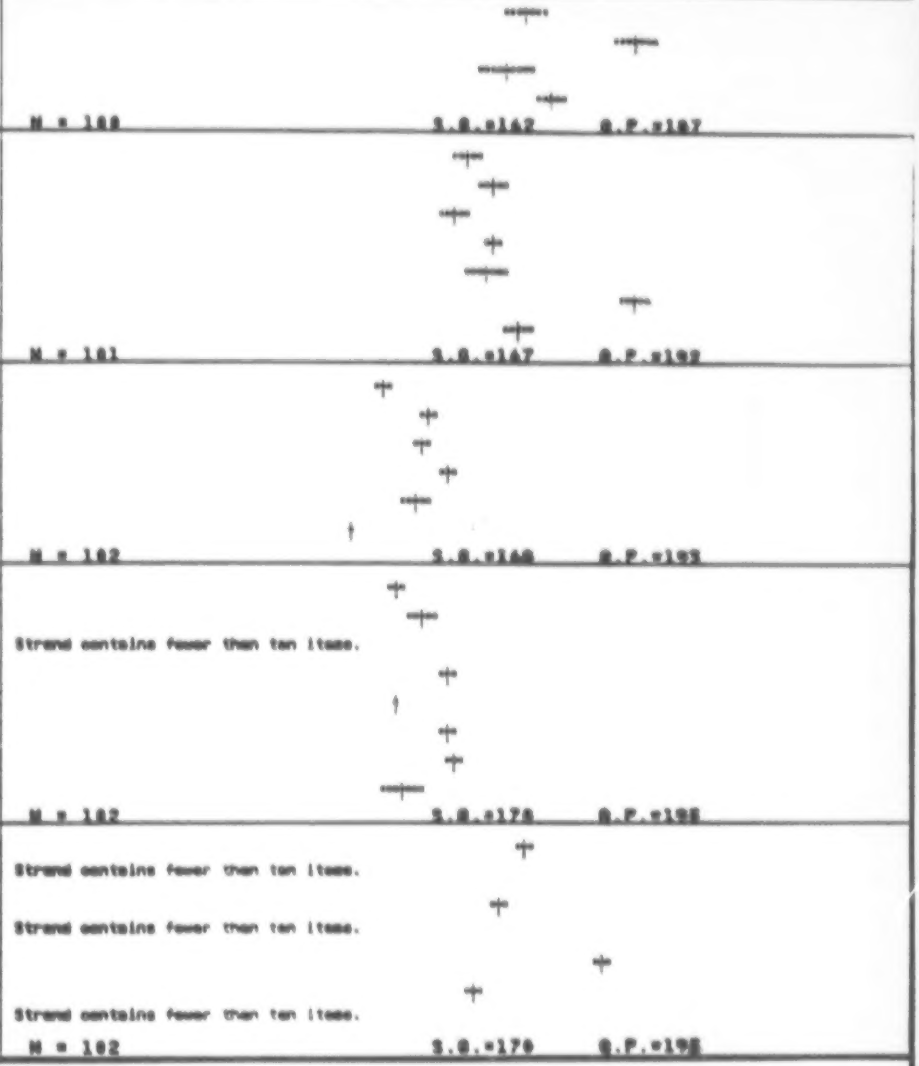
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CONNALLY ELEM
School Code: 2057

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	172 ±3	
Literal Comp	189 ±3	
Infer & Crit Comp	169 ±4	
Reference & Study	176 ±2	
		N = 180 S.G.=162 Q.P.=187
MATHEMATICS	163 ±2	
Numbers & Num Rel	167 ±2	
Operations & Comp	161 ±2	
Geometry	167 ±1	
Measurement	166 ±3	
Prob & Stat	189 ±2	
PROBLEM SOLVING	171 ±2	
		N = 181 S.G.=167 Q.P.=192
SCIENCE	150 ±1	
Life Science	157 ±1	
Earth Science	156 ±1	
Physical Science	160 ±1	
Process Skills	155 ±2	
Env/Sci/Tech/Soc	145 ±0	
		N = 182 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±1	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	161 ±1	
Skills	153 ±3	
		N = 182 S.G.=170 Q.P.=195
HEALTH	172 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	184 ±1	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 182 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

640

ǂ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

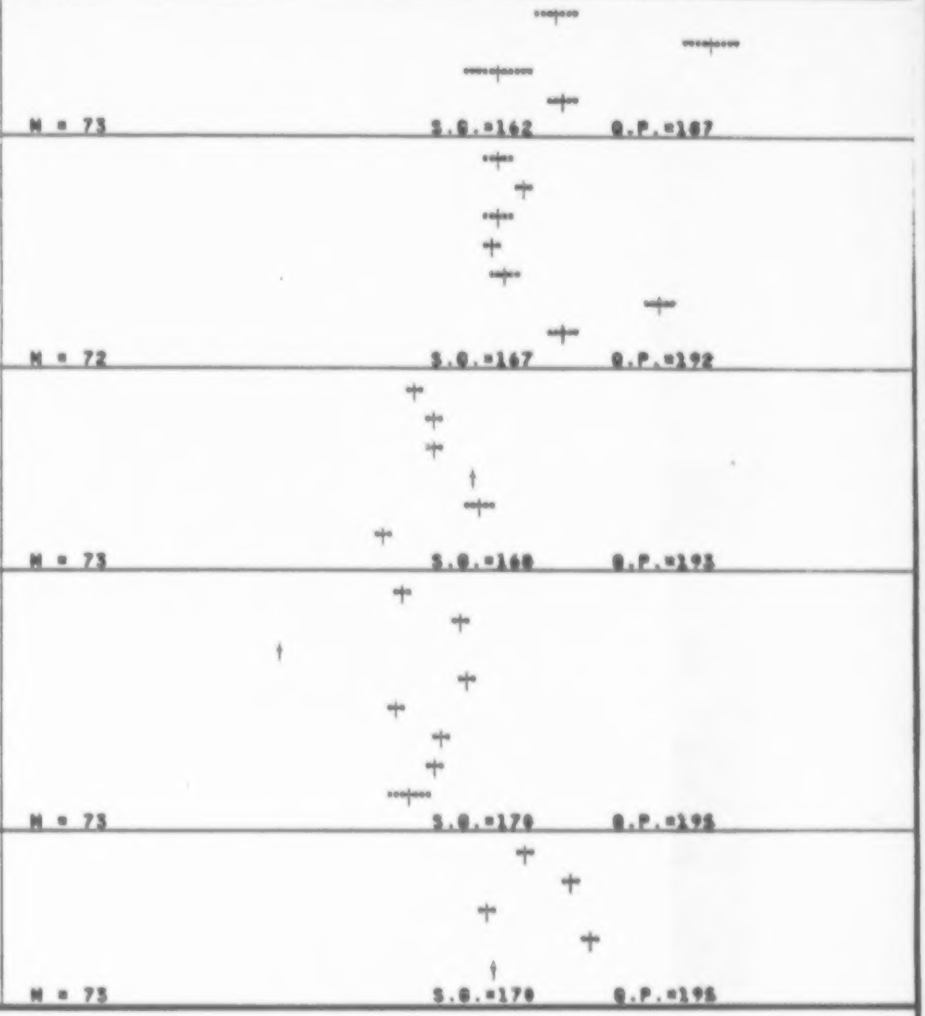
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CONNALLY ELEM
School Code: 2057

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	177 ±3
Literal Comp	201 ±4
Infer & Crit Comp	168 ±5
Reference & Study	178 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	172 ±1
Operations & Comp	168 ±2
Geometry	167 ±1
Measurement	169 ±2
Prob & Stat	193 ±2
PROBLEM SOLVING	178 ±2
SCIENCE	155 ±1
Life Science	158 ±1
Earth Science	158 ±1
Physical Science	164 ±0
Process Skills	165 ±2
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	153 ±1
Geog Regions	162 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	158 ±1
Skills	154 ±3
HEALTH	172 ±1
Sfty/Prs/Mntl Hlth	179 ±1
Nutrition	166 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	167 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	83	77	74	80	76	
02	81	52	57	44	51	
03	87	61	61	45	52	
04	78	46	50	47	67	
05	73	35	30	31	38	
School Total	402	55	55	49	57	8
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	83	86	67	79	58	
02	82	74	74	75	60	
03	86	76	68	53	43	
04	78	54	47	40	49	
05	73	40	43	36	48	
School Total	402	67	60	57	51	-6
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

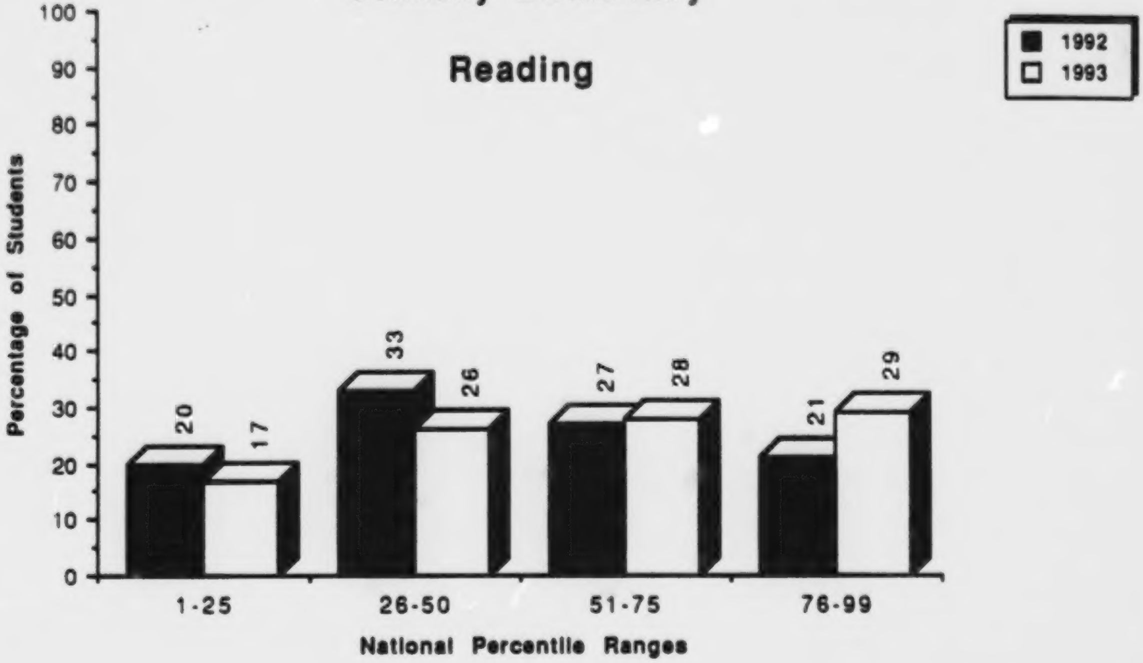
SCHOOL: 41210 CONNALLY ELEMENTARY SCHOOL

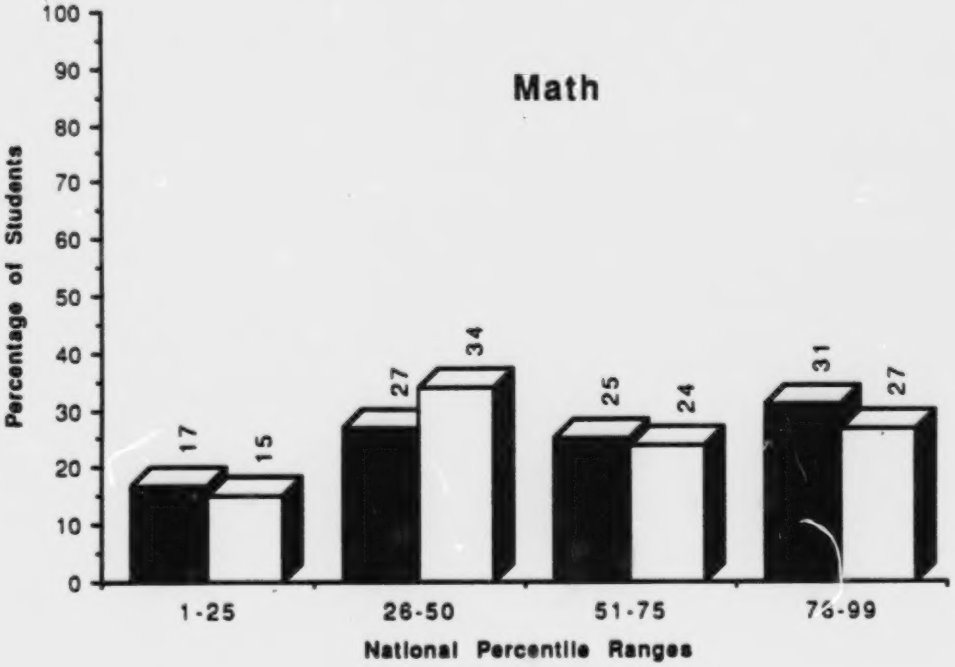
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

GRADE	READING NUMBER TESTED	READING NUMBER AT/ABOVE NAT NORM	READING PERCENT AT/ABOVE NAT NORM	MATHEMATICS NUMBER TESTED	MATHEMATICS NUMBER AT/ABOVE NAT NORM	MATHEMATICS PERCENT AT/ABOVE NAT NORM
01	78	60	77	78	46	59
02	73	39	53	74	46	62
03	81	42	52	80	36	45
04	72	47	65	72	35	49
05	68	27	40	68	34	50
SCHOOL TOTAL	372	215	58	372	197	53
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Connally Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

10/06/93 CONNALLY ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	18	37	34	-3	16	35	38	3
03 SWP	38	33	48	15	14	34	32	-2
04 SWP	32	39	47	8	26	36	38	2
05 SWP	35	38	38		43	34	44	10

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 CONNALLY ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	11	32	27	-5	13	33	39	6
03	26	29	48	19	11	35	28	-7
04	26	39	46	7	23	36	39	3
05	22	40	38	-2	24	31	42	11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

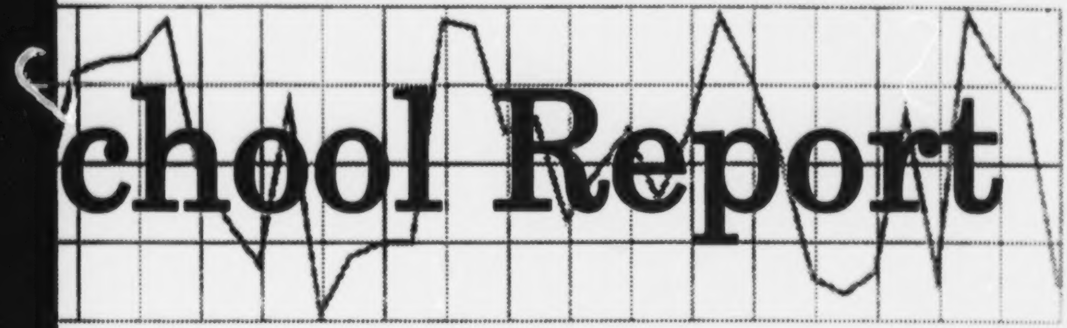
8/04/93 CONNALLY ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	95	100					95
	System	5,184	95			294	5	5,478
01	School	84	97	1	1	2	2	87
	System	4,879	89	202	4	408	7	5,489
02	School	84	99	1	1			85
	System	4,527	91	257	5	185	4	4,969
03	School	87	99	1	1			88
	System	4,598	92	260	5	113	2	4,971
04	School	82	100					82
	System	4,608	94	227	5	82	2	4,917
05	School	74	100					74
	System	4,588	96	191	4	20		4,799
	School	506	99	3	1	2		511
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

CONTINENTAL COLONY ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

CONTINENTAL COLONY ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The teaching staff and school administrators provided instructional services to 661 students enrolled in kindergarten through fifth grade. The enrollment represented an increase of 6.4 percent, for the school, which is strikingly different from the 6.8 decline in APS system elementary schools. • Three hundred and twenty-eight students transferred to Continental Colony in 1992-93 from Atlanta schools (133 or 20 percent) or from external school districts (195 or 30 percent). Despite the large mobility rate, 92 percent of the pupils were on active roll seven or more attendance periods. Further, the pupils' average attendance remained relatively stable (95.6 - '92-93 compared to 95.9 - '91-92) and continued to exceed system pupils' attendance averages. • Over two-thirds of the kindergarten students (65 percent) entered APS with more than six months prior preschool experience. Ninety-two percent entered first grade with training either in APS preschool (64 percent) or community preschool (28 percent); and 8 percent entered first grade with no kindergarten experience. • Instructional support projects included "Full Potential," an after-school program and bilingual assistance. Chapter I and Remedial Education Programs in Reading, Mathematics and Writing were also available.

Critical Questions	**Findings**
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The Georgia Kindergarten Assessment Program (GKAP) required teachers to determine students' abilities to perform observed tasks in the areas of: *physical, personal and social skills*; and structurally assessed tasks in *communicative and logical-mathematics*. Continental Colony's students met or exceeded APS and state students' performance on all but two areas -- (1) *personal* and (2) *social.*
B. What was the ending performance of kindergarten students in writing?	• Teachers' ratings revealed that one-third of the kindergarten pupils were writing at or below Stage 4: "Copier" level. The vast majority reached or exceeded Stage 5: "New Words Writers".
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Periodic reading tests were administered on a pretest in September and posttest in May. The results were comprised of tests regarding fiction (Grades 2-5) and non fiction (Grades 4 and 5). The fiction test results show that students' performance improved on the posttests as increasingly percentages of students obtained scores ranging in the areas of "excellent" and "upper adequate" levels than on the pretest. • The number of fourth and fifth grade students achieving "upper adequate" to "excellent" ratings declined on the non fiction posttest compared to the pretest results.

Critical Questions	Findings
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	- Third grade students' scores met or exceeded state goal two consecutive school years (1991-92 and 1992-93) in the content areas and strands in Language Arts: Reading, Mathematics and Social Studies. The corresponding content area strands and the "life science" strand met state goal during the two consecutive school years. The third grade scores, however, did not indicate quality peformance in any content area during that two year period.
B. Grade 5	- The school's fifth graders' scores met or exceeded state goal in the following content areas and strands during 1991-92 and 1992-93: Language Arts: Reading, Mathematics, and Health. In addition, the school's scores indicate quality performance in the areas of Language Arts: Reading during the same two consecutive school years.

Critical Questions	**Findings**
IV. **Iowa Tests of Basic Skills (ITBS)**	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Regular program students ITBS reading results declined by an overall minus two percentage points in 1992 compared to 1993. Four percentage points fewer second graders and nineteen percent fewer fifth graders attained national norm status in 1993 than in 1992. The larger plus change occurred at the third grade level where an increased 14 percent of the students' scores reached national norm status. It should be noted that the category "regular program students" include students on roll at least seven attendance periods as well as those on roll less than seven attendance periods. Regular students' mathematics results remained constant. A decline of ten percent occurred at the fourth grade level, but the gains achieved at the second and third grades adjusted the overall total to remain at the previous school year's level.
B. Students who attended the school for seven or more attendance periods?	• Larger percentages of students on active roll at the school for seven or more attendance periods attained N.P. status than "regular students" in reading and mathematics. In both subject areas three percent more of the students achieved N.P. status than the "regular students".
C. The percentage of students scoring within each quadrant?	• The graphic distributions of the 1993 shifts in the performance of students scoring in the various quadrants were almost picture perfect. That is, in reading and mathematics increased percentages of students scored in the quadrant 76-99 while no declines occurred at the lower levels.

Critical Questions	**Findings**
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• A traditional (non-schoolwide design) Chapter I program was conducted at Continental Colony. The school's performance in both reading and mathematics shows greater gains at each grade level than systemwide project students. One exception is apparent at the second grade level where there was a decline in the N.P. attainment level of Continental Colony Chapter I students' N.P. status.
B. Remedial Education Program (REP)	• The school's REP participants' NCE gains were larger than system participants in reading. The mathematics gains of the school's REP enrollees' were larger than system only at the second grade level; otherwise, systemwide NCE mathematics gains were larger.
VI. Progression Status How did the school's progression status compare to that of the system?	• The school's progression trends were comparable to system's trends. The progression trends were aligned with critical school factors regarding tests results, attendance and other findings.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
CONTINENTAL COLONY ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	651	621	661	40	6.4	10	1.5
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	608	92	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	53	8	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	195	30	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	133	20	3873	12
MOBILITY INDEX	.22		.38	
3. PUPIL-TEACHER RATIO	22.8		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	4	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	55	8	15734	50
CHAPTER I MATH	59	9	14903	47
REP READING	67	10	4384	14
REP MATH	56	8	3768	12
FULL POTENTIAL	661	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	120	18	2028	6
BILINGUAL	1	0	748	2

08/06/93
CONTINENTAL COLONY ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	4	4	291	5
K-GARTEN - HEAD START	2	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	74	65	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	33	29	2391	45
FIRST GRADE - APS K-GARTEN	65	64	4862	90
FIRST GRADE - NON-APS K-GARTEN	29	28	481	9
FIRST GRADE - NO K-GARTEN	8	8	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		96.2		94.4
1991-92		95.9		94.1
1992-93		95.6		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.1		97.2
1991-92		97.3		97.4
1992-93		97.1		97.4

Continental Colony Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	98	93	93
III. Physical	97	97	96
IV. Personal	87	94	92
V. Social	92	94	93
Total Number Reported	110	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	97	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	97	91	92
D. Demonstrates Emergent Literacy	96	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	90	91
B. Makes Comparisons	99	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
CONTINENTAL COLONY ELEMENTARY 41217

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	2	1.8
STAGE 3: INVENTED WORD WRITER	7	6.4
STAGE 4: COPIER	29	26.6
STAGE 5: NEW WORD WRITER	12	11.0
STAGE 6: PHRASE/SENTENCE WRITER	21	19.3
STAGE 7: SIMPLE STORY WRITER	29	26.6
STAGE 8: INTERMEDIATE STORY WRITER	9	8.3
TOTAL NUMBER	109	100.0

C74

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: CONTINENTAL COLONY ELEMENTARY

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	12	13	27	29	17	18	37	40	93
POSTTEST	LEVEL	2	12	13	23	25	30	32	22	24	6	6	93
DIFFERENCE	LEVEL	2	12	13	11	12	3	3	5	6	-31	-34	
PRETEST	LEVEL	3	16	21	32	43	13	17	9	12	5	7	75
POSTTEST	LEVEL	3	24	32	25	33	12	16	10	13	4	5	75
DIFFERENCE	LEVEL	3	8	11	-7	-10	-1	-1	1	1	-1	-2	
PRETEST	LEVEL	4	23	25	24	26	16	18	16	18	12	13	91
POSTTEST	LEVEL	4	29	32	29	32	16	18	9	10	8	9	91
DIFFERENCE	LEVEL	4	6	7	5	6	0	0	-7	-8	-4	-4	
PRETEST	LEVEL	5	8	8	24	24	17	17	15	15	35	35	99
POSTTEST	LEVEL	5	13	13	16	16	13	13	9	9	48	48	99
DIFFERENCE	LEVEL	5	5	5	-8	-8	-4	-4	-6	-6	13	13	
			47	13	92	26	73	20	57	16	89	25	358
			78	22	93	26	71	20	50	14	66	18	358
			31	9	1	0	-2	0	-7	-2	-23	-7	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

678

677

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: CONTINENTAL COLONY ELEMENTARY

					ADEQUATE						
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	26	31	16	19	14	16	14	16	15	18	85
POSTTEST LEVEL 4	16	19	25	29	16	19	16	19	12	14	85
DIFFERENCE LEVEL 4	-10	-12	9	10	2	3	2	3	-3	-4	
PRETEST LEVEL 5	1	1	16	20	15	19	12	15	36	45	80
POSTTEST LEVEL 5	2	3	16	20	12	15	10	13	40	50	80
DIFFERENCE LEVEL 5	1	2	0	0	-3	-4	-2	-2	4	5	
	27	16	32	19	29	18	26	16	51	31	165
	18	11	41	25	28	17	26	16	52	32	165
	-9	-5	9	6	-1	-1	0	0	1	1	

032

031

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

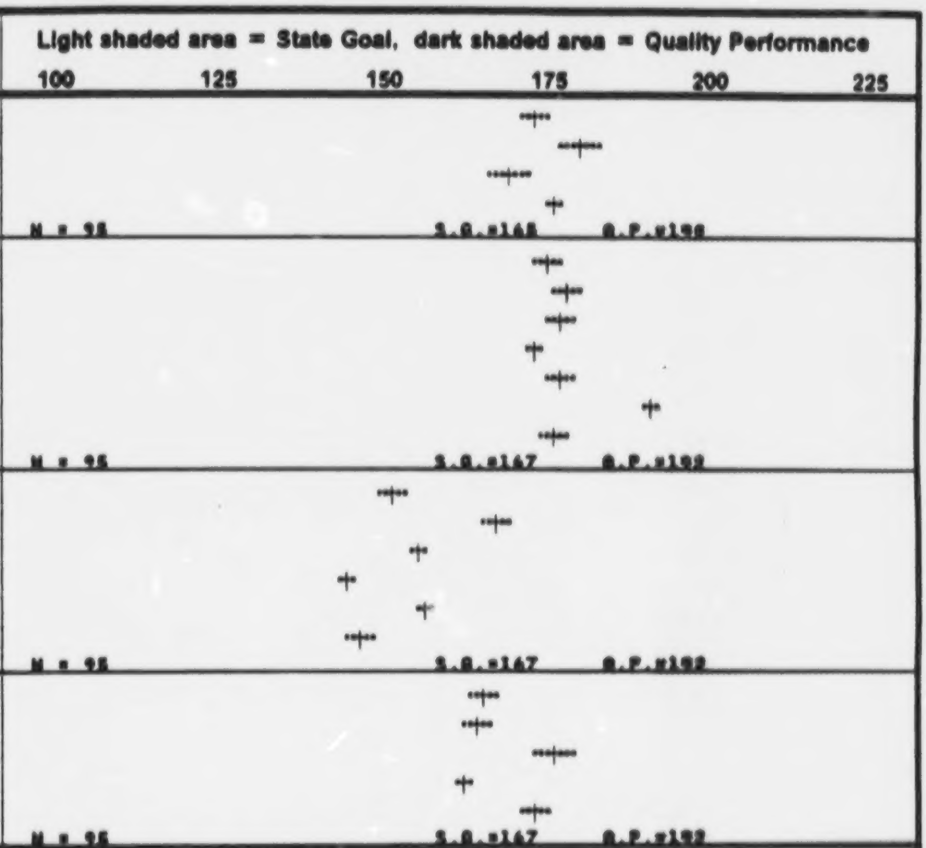
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CONTINENTAL COLONY E
School Code: 3057

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	173 ±2
Literal Comp	180 ±3
Infer & Crit Comp	169 ±3
Reference & Study	176 ±1
MATHEMATICS	175 ±2
Numbers & Num Rel	178 ±2
Operations & Comp	177 ±2
Geometry	173 ±1
Measurement	177 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	176 ±2
SCIENCE	151 ±2
Life Science	167 ±2
Earth Science	155 ±1
Physical Science	144 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	146 ±2
SOCIAL STUDIES	165 ±2
Communities	164 ±2
Citizenship	176 ±3
American Heritage	162 ±1
Skills	173 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

683

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

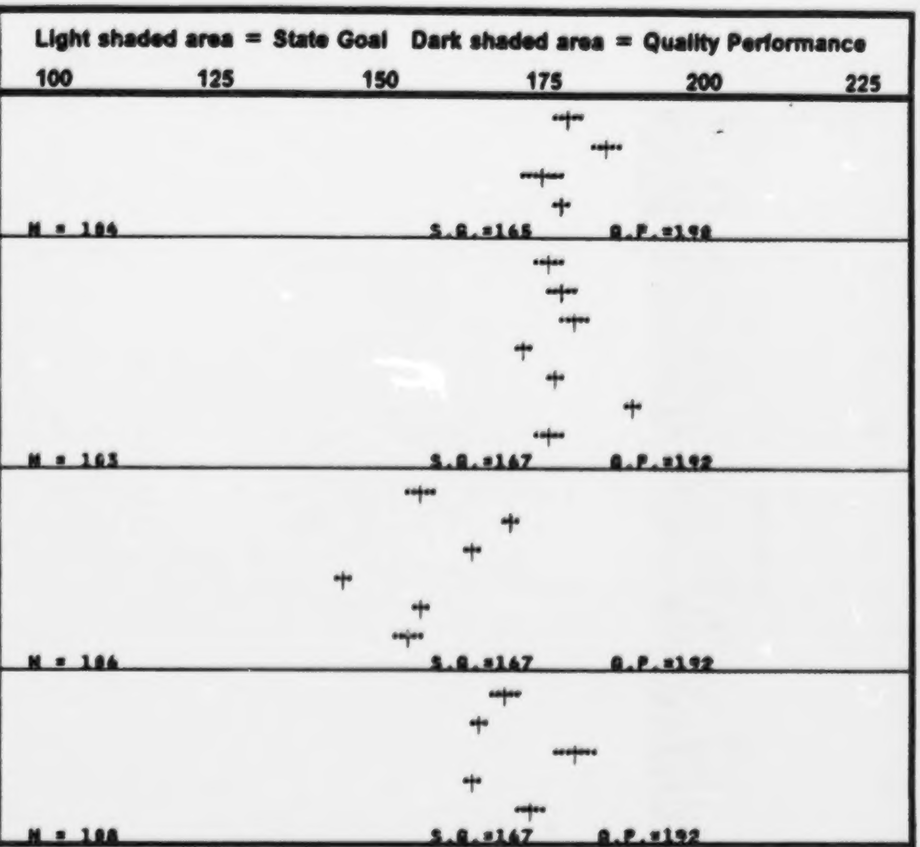
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: CONTINENTAL COLONY E
School Code: 3057

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	179 ±2
Literal Comp	185 ±2
Infer & Crit Comp	175 ±3
Reference & Study	178 ±1
MATHEMATICS	176 ±2
Numbers & Num Rel	178 ±2
Operations & Comp	180 ±2
Geometry	172 ±1
Measurement	177 ±1
Prob & Stat	189 ±1
PROBLEM SOLVING	176 ±2
SCIENCE *	156 ±2
Life Science	170 ±1
Earth Science	164 ±1
Physical Science	144 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	154 ±2
SOCIAL STUDIES	169 ±2
Communities	165 ±1
Citizenship	180 ±3
American Heritage	164 ±1
Skills	173 ±2

Light shaded area = State Goal   Dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

634

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CONTINENTAL COLONY EL
School Code: 3057

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	193 ±2	
Literal Comp	206 ±3	
Infer & Crit Comp	196 ±3	
Reference & Study	184 ±2	
		N = 99 S.G.=162 Q.P.=187
MATHEMATICS	173 ±2	
Numbers & Num Rel	174 ±2	
Operations & Comp	166 ±2	
Geometry	172 ±1	
Measurement	171 ±2	
Prob & Stat	193 ±2	
PROBLEM SOLVING	176 ±2	
		N = 99 S.G.=167 Q.P.=192
SCIENCE	157 ±1	
Life Science	159 ±1	
Earth Science	159 ±1	
Physical Science	162 ±1	
Process Skills	164 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 100 S.G.=168 Q.P.=193
SOCIAL STUDIES	158 ±1	
Geog Regions	161 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	154 ±0	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	164 ±1	
Skills	163 ±2	
		N = 100 S.G.=170 Q.P.=198
HEALTH	176 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	186 ±1	
Growth, Dev & Fam	169 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 100 S.G.=170 Q.P.=196

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

035

† = the school score
••• = the standard error (S.E.)

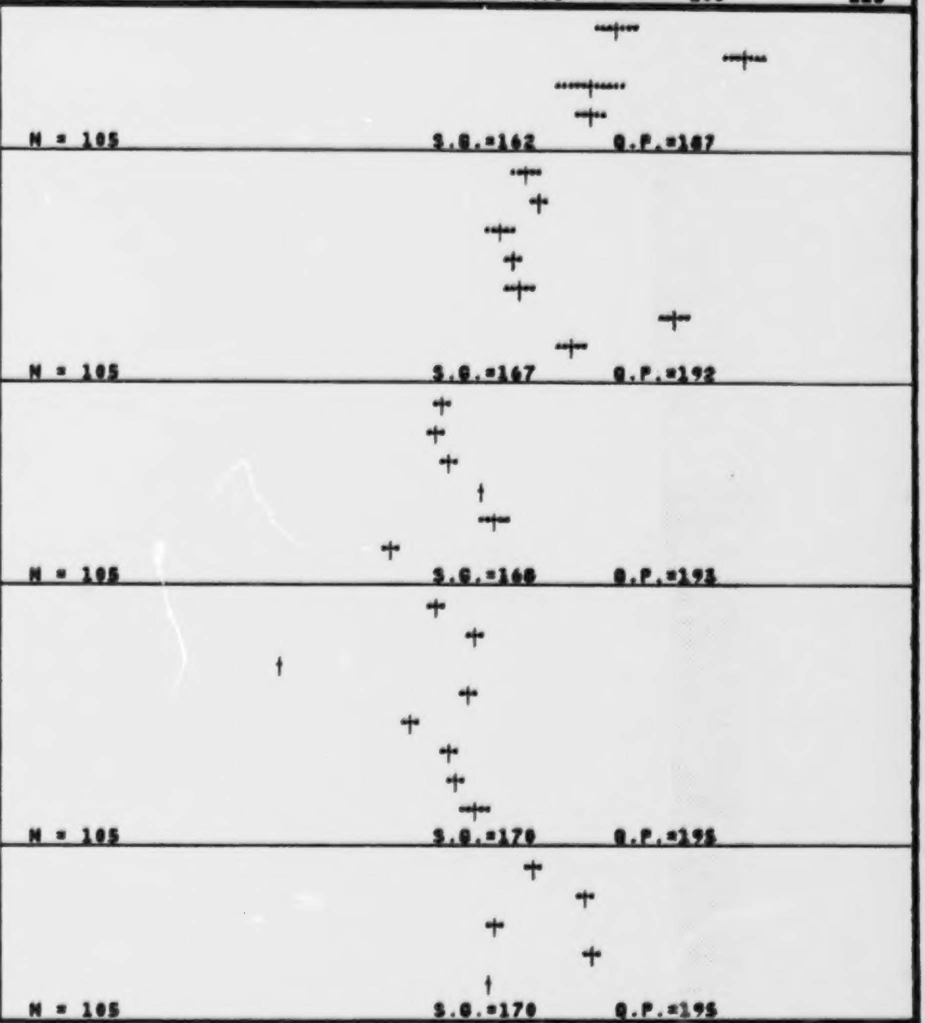
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: CONTINENTAL COLONY EL
School Code: 3057

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	186 ±3	
Literal Comp	206 ±3	
Infer & Crit Comp	182 ±5	
Reference & Study	182 ±2	
		N = 105 S.G.=162 Q.P.=187
MATHEMATICS	172 ±2	
Numbers & Num Rel	174 ±1	
Operations & Comp	168 ±2	
Geometry	170 ±1	
Measurement	171 ±2	
Prob & Stat	195 ±2	
PROBLEM SOLVING	179 ±2	
		N = 105 S.G.=167 Q.P.=192
SCIENCE	159 ±1	
Life Science	158 ±1	
Earth Science	160 ±1	
Physical Science	165 ±0	
Process Skills	167 ±2	
Env/Sci/Tech/Soc	151 ±1	
		N = 105 S.G.=168 Q.P.=193
SOCIAL STUDIES	158 ±1	
Geog Regions	164 ±1	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	161 ±1	
Skills	164 ±2	
		N = 105 S.G.=170 Q.P.=195
HEALTH	173 ±1	
Sfty/Prs/Mntl Hlth	181 ±1	
Nutrition	167 ±1	
Substance Abuse	182 ±1	
Growth, Dev & Fam	166 ±0	
		N = 105 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

036

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10/06/93 CONTINENTAL COLONY ELEMENTARY

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	99	51	68	65	65	
02	108	52	53	61	57	
03	106	83	77	45	56	
04	104	65	69	60	63	
05	107	50	52	71	52	
School Total	524	60	64	61	59	-2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	100	64	64	71	71	
02	108	48	47	58	60	
03	105	72	54	46	55	
04	104	69	66	61	51	
05	108	55	67	59	59	
School Total	525	62	60	59	59	
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 41217 CONTINENTAL COLONY ELEMENTARY

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	88	59	67	89	65	73
02	103	62	60	103	64	62
03	98	57	58	98	58	59
04	102	66	65	102	53	52
05	98	55	56	99	58	59
SCHOOL TOTAL	489	299	61	491	298	61
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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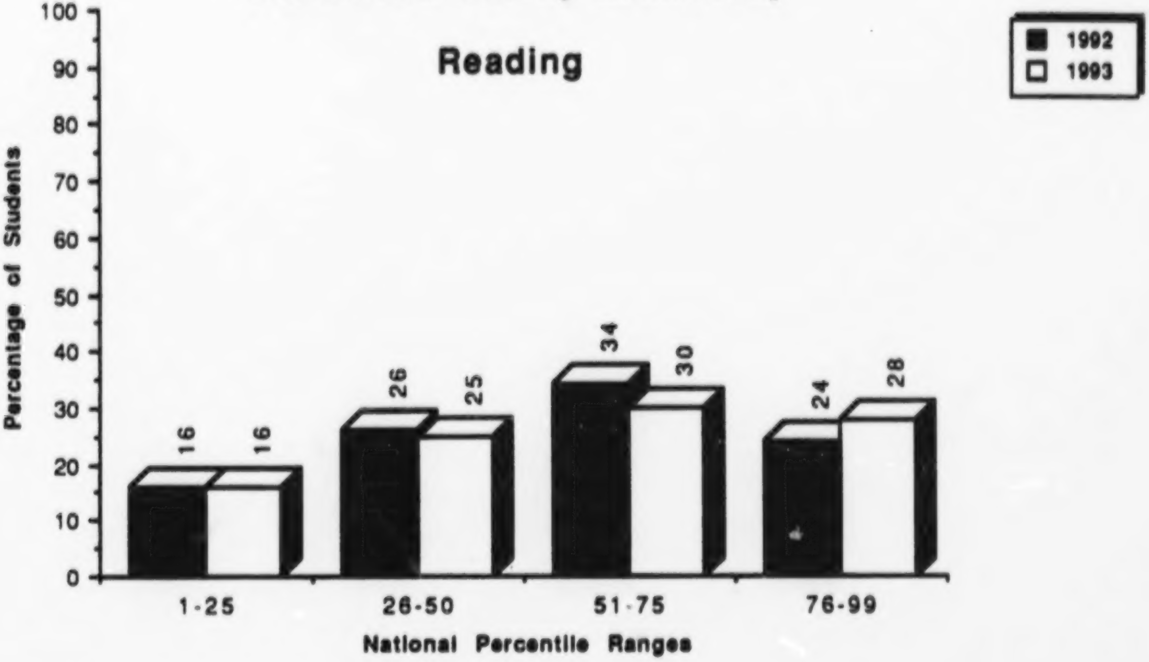
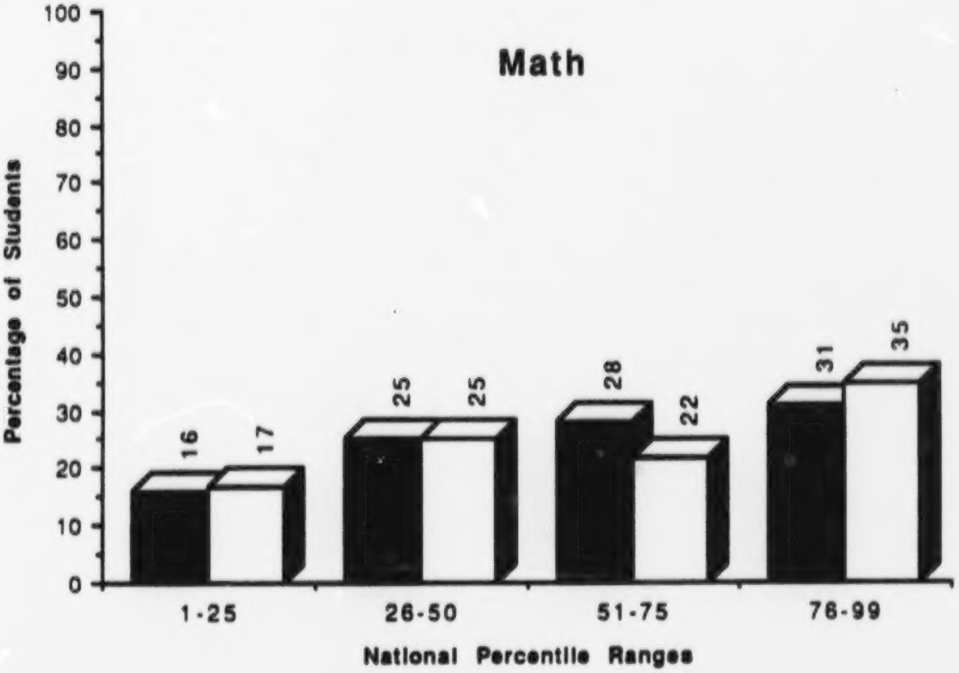
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Continental Colony Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

601

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Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	18	36	36		6	46	41	-5
03 Non SWP	15	32	43	11	17	33	48	15
04 Non SWP	19	32	46	14	20	30	31	1
05 Non SWP	2	19	34	15	6	24	31	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 CONTINENTAL COLONY ELEMENTARY

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	16	32	37	5	10	37	34	-3
03	19	32	41	9	18	29	39	10
04	15	30	46	16	9	19	20	1
05	9	30	34	4	11	34	33	-1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

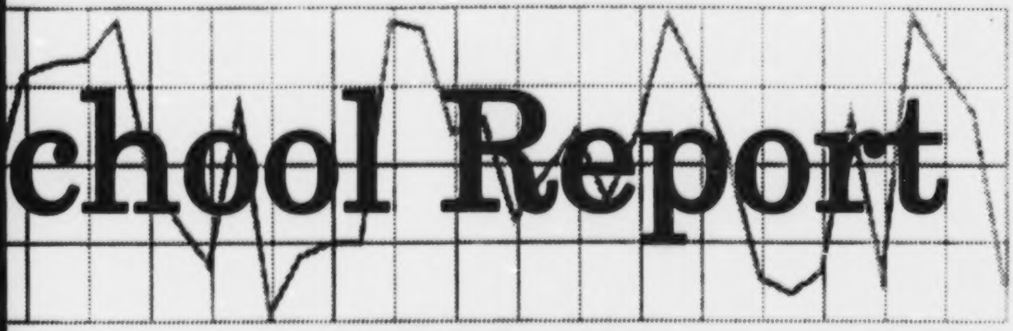
8/04/93 CONTINENTAL COLONY ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	103	94			6	6	109
	System	5,184	95			294	5	5,478
01	School	91	91	2	2	7	7	100
	System	4,879	89	202	4	408	7	5,489
02	School	102	90	7	6	4	4	113
	System	4,527	91	257	5	185	4	4,969
03	School	110	100					110
	System	4,598	92	260	5	113	2	4,971
04	School	113	99			1	1	114
	System	4,608	94	227	5	82	2	4,917
05	School	115	100					115
	System	4,588	96	191	4	20		4,799
	School	634	96	9	1	18	3	661
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

DOBBS
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

DOBBS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• There was a gradual decrease in student enrollment over a three-year period. • The mobility index at Dobbs (.37) was similar to that of the system (.38). Eighty-six percent of the students were enrolled at least seven attendance periods. • Fifty-eight percent of the kindergarten students entered school with no preschool experience as compared to 45 percent of the kindergarten students systemwide. • All but one first grade student had attended kindergarten. • The percentage of student attendance (93.4) increased slightly, but remained below the system percentage (94.2). • Staff attendance (97.8 percent) decreased slightly but was above the system percentage (97.4).
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Fewer than 90 percent of the kindergarten students demonstrated overall capability in the Logical-Mathematical and Personal areas. Within the Communicative Capability, particular attention may be needed in the area of Oral Communication.
B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, 68 percent of the kindergarten students were Phrase/Sentence Writers or Simple Story Writers.

Critical Questions	Findings
II. Performance-Based Assessment (contd.) C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• In the area of fiction, there were fewer 2nd grade students with scores in the Needs Improvement category and more students with scores in the Upper Adequate and Excellent categories at the end of the school year. This trend was not evident in grades 3, 4 and 5. In grade 3, there was an increase in students scoring in the Needs Improvement category accompanied by a decrease in the number of students in the Upper Adequate and Excellent categories. In grades 4 and 5, there was no change in the number of students scoring in the Needs Improvement category and in the Excellent category. • In the area of nonfiction, more 4th grade students were in the Needs Improvement category at the end of the year. However, there was an increase in the number of students with scores in the Upper Adequate category. In grade 5, there was a decrease in the number of students scoring within the Needs Improvement category. There were no students in the Excellent category in either grade level at the end of the school year.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? A. Grade 3	• In grade 3, taking into account the standard error, students' scores met or exceeded the state goal in both 1992 and 1993 in the content areas of Language Arts and Mathematics and in the following strands: Literal Comprehension and Reference and Study (Language Arts); all strands in Mathematics; and Citizenship and Skills (Social Studies). In 1993, the state goal was also met in the Life Science strand (Science). Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (contd.)	
B. Grade 5	- In grade 5, when the standard error was taken into account, the state goal was met or exceeded in both 1992 and 1993 in the areas of Language Arts and Health. Student scores met or exceeded the state goal both years on all Language Arts strands; on the Number and Number Relations strand and the Probability and Statistics strand (Mathematics); and on the Substance Abuse strand (Health). Quality performance was indicated on the Literal Comprehension strand both years.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	- There was a schoolwide increase of 14 points in the percentage of students scoring at or above the national norm in reading. The largest increases were in grades 1 and 3. In mathematics, there was an overall decrease of 5 percentage points. Schoolwide, only 36 percent of the students had scores at or above the national norm in mathematics.
B. Students who attended the school for seven or more attendance periods?	- The ITBS performance of students who attended Dobbs at least seven attendance periods was similar in both reading and mathematics to the performance of the entire student body tested.
C. The percentage of students scoring within each quadrant?	- In reading, there was an increase in the percentages of students with scores in the two highest quadrants (51st-75th and 76th-99th percentile ranges). However, in mathematics there was a decrease in the percentages of students scoring within the two highest quadrants.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• NCE gains made by Chapter 1 students at Dobbs were greater than those made by similar Chapter I students systemwide only in grades 3 and 4 in reading. In mathematics, NCE gains were not made at any of the grade levels.
B. Remedial Education Program (REP)	• No students were reported as being served in the Remedial Education Program in grades 2 and 3. In grade 4, NCE gains in reading were greater than those made by similar REP students systemwide. In mathematics, students in grades 4 and 5 has NCE losses.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Ninety-nine percent of the students at Dobbs were promoted to the next grade level at the end of the 1992-93 school year as compared to 93 percent of the students systemwide. No students were retained and two students were administratively placed in the next grade.

R&E/CV:lf/jep October 27, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
DOBBS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	259	256	243	-13	-5.1	-16	-6.2
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-8.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	210	86	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	33	14	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	66	27	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	25	10	3873	12
MOBILITY INDEX	.37		.38	
3. PUPIL-TEACHER RATIO	22.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	3	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	47	19	15734	50
CHAPTER I MATH	35	14	14903	47
REP READING	29	12	4384	14
REP MATH	23	9	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	2	4	291	5
K-GARTEN - HEAD START	8	16	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	11	22	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	29	58	2391	45
FIRST GRADE - APS K-GARTEN	37	93	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	5	481	9
FIRST GRADE - NO K-GARTEN	1	3	60	1

	SCHOOL		ALL ELEMENTARY	
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.7		94.4
1991-92		93.1		94.1
1992-93		93.4		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.7		97.2
1991-92		98.1		97.4
1992-93		97.8		97.4

Dobbs Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	94	93	92
II. Logical-Mathematical	88	93	93
III. Physical	96	97	96
IV. Personal	82	94	92
V. Social	96	94	93
Total Number Reported	50	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	98	93	92
B. Processes Auditory Information	94	92	92
C. Communicates Orally	88	91	92
D. Demonstrates Emergent Literacy	94	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	90	90	91
B. Makes Comparisons	90	91	91
C. Knows Numbers 1 to 10	96	93	93
D. Extends Patterns	90	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
DOBBS ELEMENTARY SCHOOL 42230

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	2.0
STAGE 4: COPIER	4	8.0
STAGE 5: NEW WORD WRITER	4	8.0
STAGE 6: PHRASE/SENTENCE WRITER	17	34.0
STAGE 7: SIMPLE STORY WRITER	17	34.0
STAGE 8: INTERMEDIATE STORY WRITER	7	14.0
TOTAL NUMBER	50	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: DOBBS ELEMENTARY SCHOOL

		EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
				UPPER		MIDDLE		LOWER				
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	0	0	5	15	10	30	4	12	14	42	33
POSTTEST	LEVEL 2	1	3	7	21	12	36	6	18	7	21	33
DIFFERENCE	LEVEL 2	1	3	2	6	2	6	2	6	-7	-21	
PRETEST	LEVEL 3	3	8	10	28	10	28	5	14	8	22	36
POSTTEST	LEVEL 3	1	3	2	6	8	22	7	19	18	50	36
DIFFERENCE	LEVEL 3	-2	-5	-8	-22	-2	-6	2	5	10	28	
PRETEST	LEVEL 4	3	13	6	25	3	13	7	29	5	21	24
POSTTEST	LEVEL 4	3	13	8	33	7	29	1	4	5	21	24
DIFFERENCE	LEVEL 4	0	0	2	8	4	16	-6	-25	0	0	
PRETEST	LEVEL 5	0	0	1	3	3	10	8	27	18	60	30
POSTTEST	LEVEL 5	0	0	0	0	9	30	3	10	18	60	30
DIFFERENCE	LEVEL 5	0	0	-1	-3	6	20	-5	-17	0	0	
		6	5	22	18	26	21	24	20	45	37	123
		5	4	17	14	36	29	17	14	48	39	123
		-1	-1	-5	-4	10	8	-7	-6	3	2	

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* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: DOBBS ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	4	15	8	30	6	22	6	22	3	11	27
POSTTEST LEVEL 4	0	0	13	48	6	22	3	11	5	19	27
DIFFERENCE LEVEL 4	-4	-15	5	18	0	0	-3	-11	2	8	
PRETEST LEVEL 5	0	0	1	3	5	17	3	10	20	69	29
POSTTEST LEVEL 5	0	0	2	7	3	10	7	24	17	59	29
DIFFERENCE LEVEL 5	0	0	1	4	-2	-7	4	14	-3	-10	
	4	7	9	16	11	20	9	16	23	41	56
	0	0	15	27	9	16	10	18	22	39	56
	-4	-7	6	11	-2	-4	1	2	-1	-2	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

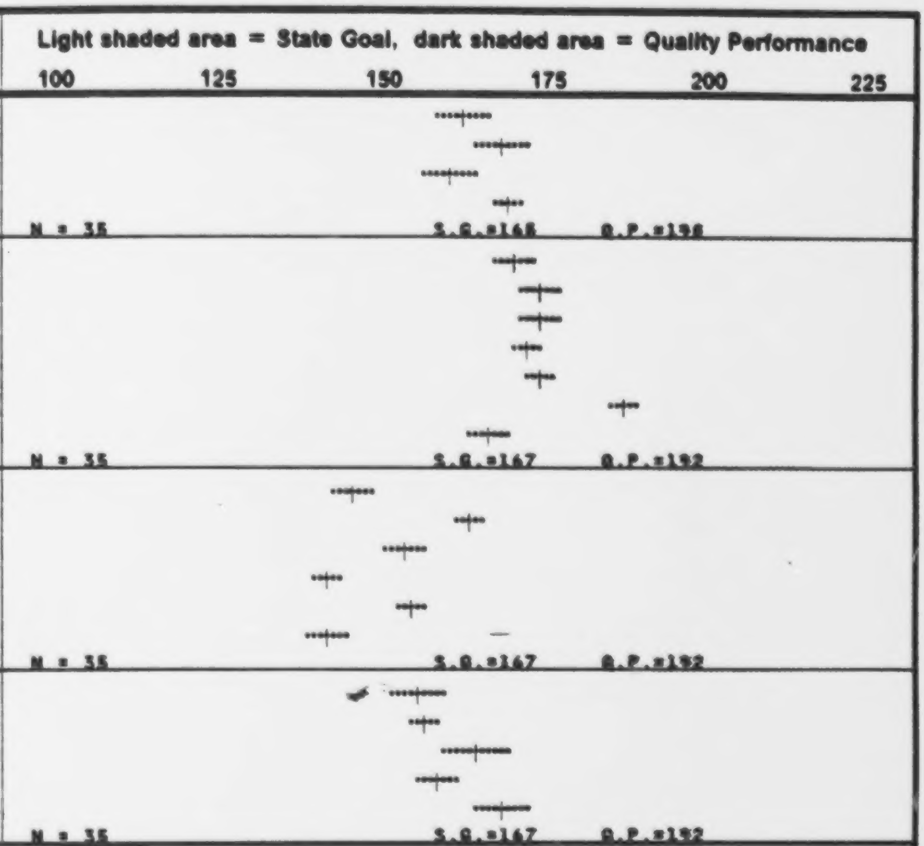
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DOBBS ELEM
School Code: 3058

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	162 ±4
Literal Comp	168 ±4
Infer & Crit Comp	160 ±4
Reference & Study	169 ±2
MATHEMATICS	170 ±3
Numbers & Num Rel	174 ±3
Operations & Comp	174 ±3
Geometry	172 ±2
Measurement	174 ±2
Prob & Stat	187 ±2
PROBLEM SOLVING	166 ±3
SCIENCE	145 ±3
Life Science	163 ±2
Earth Science	153 ±3
Physical Science	141 ±2
Process Skills	154 ±2
Env/Sci/Tech/Soc	141 ±3
SOCIAL STUDIES	155 ±4
Communities	156 ±2
Citizenship	164 ±5
American Heritage	158 ±3
Skills	168 ±4


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

726

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DOBBS ELEM
School Code: 3058

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	165 ±4	
Literal Comp	174 ±4	
Infer & Crit Comp	160 ±4	
Reference & Study	172 ±2	
		N = 41 S.G.=165 Q.P.=190
MATHEMATICS	170 ±3	
Numbers & Num Rel	173 ±3	
Operations & Comp	175 ±3	
Geometry	171 ±2	
Measurement	174 ±2	
Prob & Stat	187 ±2	
PROBLEM SOLVING	171 ±3	
		N = 40 S.G.=167 Q.P.=192
SCIENCE *	150 ±3	
Life Science	167 ±2	
Earth Science	160 ±2	
Physical Science	144 ±2	
Process Skills	156 ±2	
Env/Sci/Tech/Soc	144 ±4	
		N = 41 S.G.=167 Q.P.=192
SOCIAL STUDIES	158 ±3	
Communities	157 ±2	
Citizenship	165 ±4	
American Heritage	161 ±2	
Skills	168 ±3	
		N = 39 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

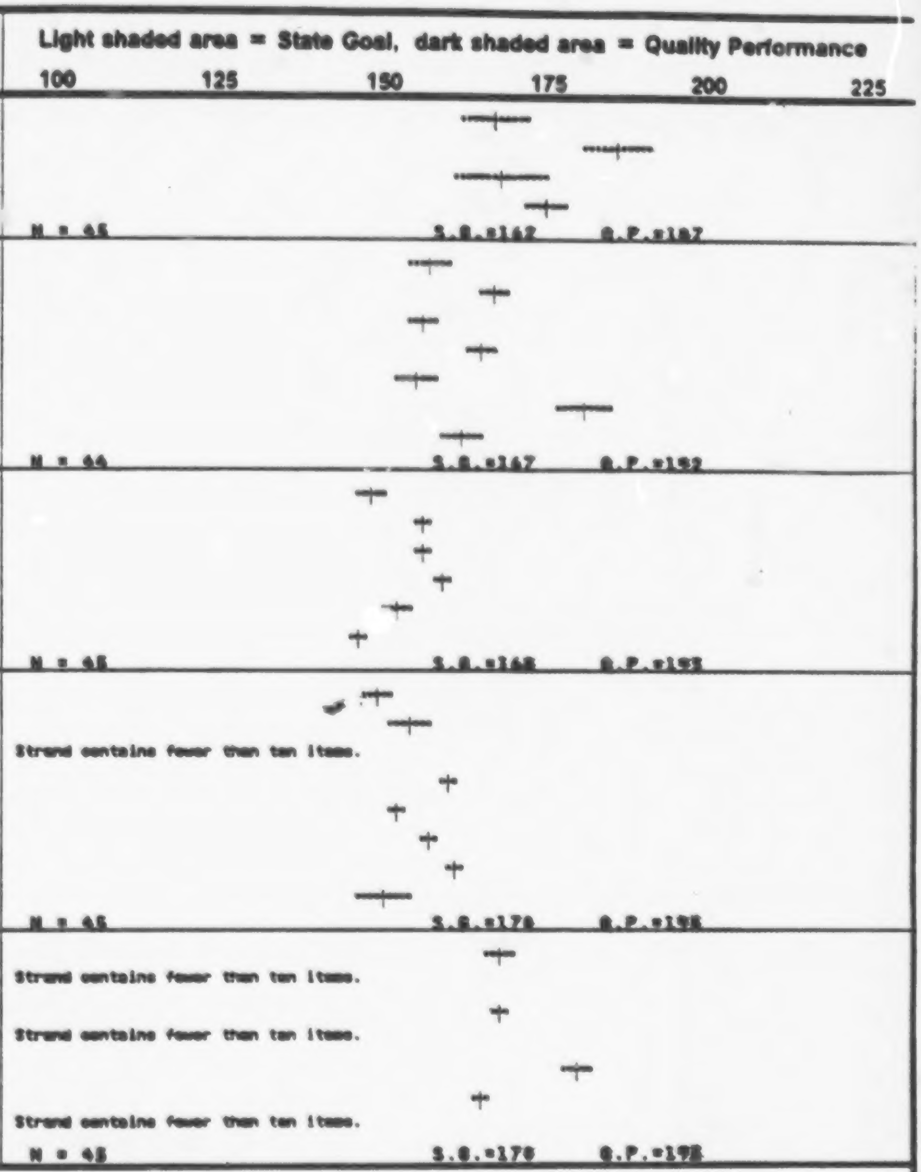
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DOBBS ELEM
School Code: 3058

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	167 ±5	
Literal Comp	186 ±5	
Infer & Crit Comp	168 ±7	
Reference & Study	175 ±3	
		N = 45 S.G.=162 Q.P.=187
MATHEMATICS	157 ±3	
Numbers & Num Rel	167 ±2	
Operations & Comp	156 ±2	
Geometry	165 ±2	
Measurement	155 ±3	
Prob & Stat	181 ±4	
PROBLEM SOLVING	162 ±3	
		N = 44 S.G.=167 Q.P.=192
SCIENCE	148 ±2	
Life Science	156 ±1	
Earth Science	156 ±1	
Physical Science	159 ±1	
Process Skills	152 ±2	
Env/Sci/Tech/Soc	146 ±1	
		N = 45 S.G.=168 Q.P.=193
SOCIAL STUDIES	149 ±2	
Geog Regions	154 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	157 ±1	
U.S. 1932-present	161 ±1	
Skills	150 ±4	
		N = 45 S.G.=170 Q.P.=195
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	180 ±2	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 45 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

728

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

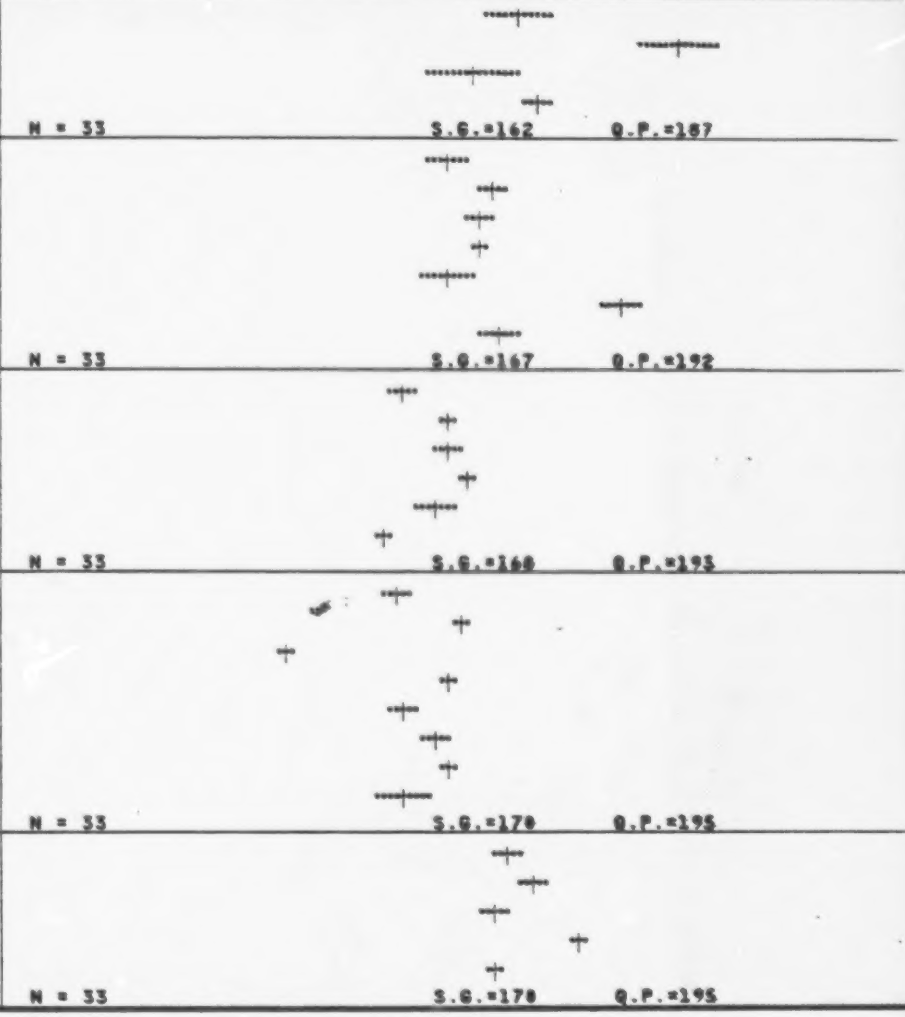
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DOBBS ELEM
School Code: 3058

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	171 ±5	
Literal Comp	196 ±6	
Infer & Crit Comp	164 ±7	
Reference & Study	174 ±2	
		N = 33 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	167 ±2	
Operations & Comp	165 ±2	
Geometry	165 ±1	
Measurement	160 ±4	
Prob & Stat	187 ±3	
PROBLEM SOLVING	168 ±3	
		N = 33 S.G.=167 Q.P.=192
SCIENCE	153 ±2	
Life Science	160 ±1	
Earth Science	160 ±2	
Physical Science	163 ±1	
Process Skills	158 ±3	
Env/Sci/Tech/Soc	150 ±1	
		N = 33 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±2	
Geog Regions	162 ±1	
Canada Hist/Geog	135 ±1	
U.S. pre-1791	160 ±1	
U.S. 1791-1875	153 ±2	
U.S. 1875-1932	158 ±2	
U.S. 1932-present	160 ±1	
Skills	153 ±4	
		N = 33 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Sfty/Prs/Mntl Hlth	173 ±2	
Nutrition	167 ±2	
Substance Abuse	180 ±1	
Growth, Dev & Fam	167 ±1	
		N = 33 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

729

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	40	70	72	51	85	
02	38	57	50	40	24	
03	41	70	50	14	46	
04	28	43	24	21	21	
05	33	25	27	21	33	
School Total	180	56	44	30	44	14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	39	80	62	56	36	
02	38	71	68	66	45	
03	41	78	54	26	49	
04	28	22	17	24	25	
05	33	46	18	23	21	
School Total	179	60	42	41	36	-5
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42238 DOBBS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	35	31	89	34	13	38
02	32	7	22	32	14	44
03	39	17	44	39	19	49
04	25	5	20	25	6	24
05	29	9	31	29	6	21
SCHOOL TOTAL	160	69	43	159	58	36
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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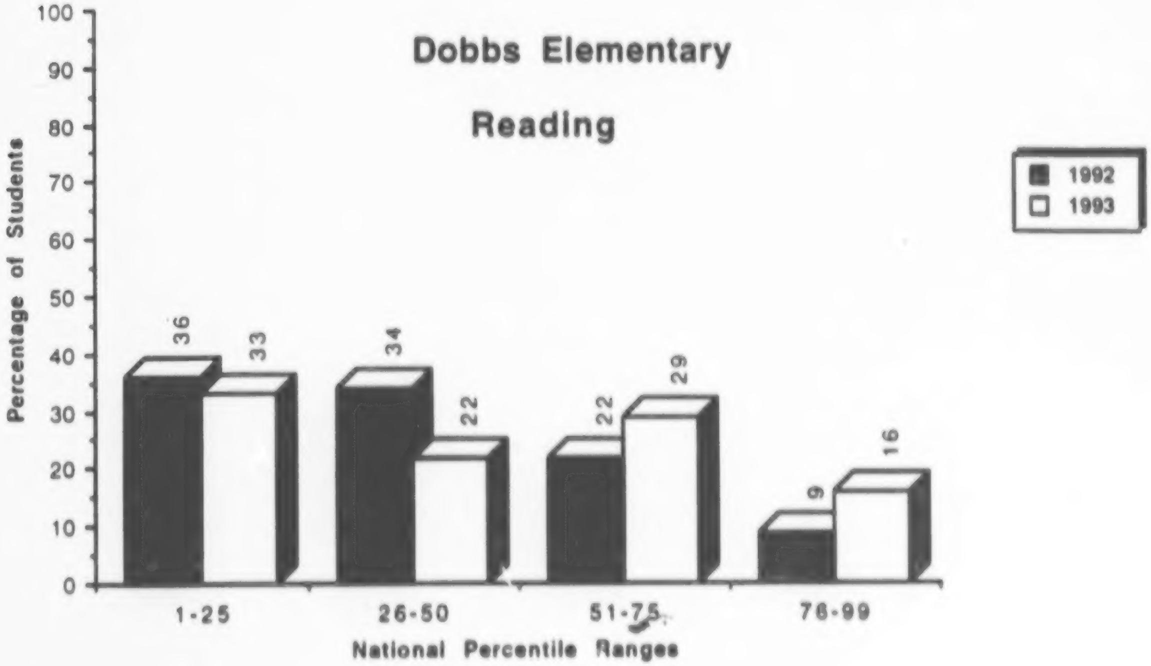
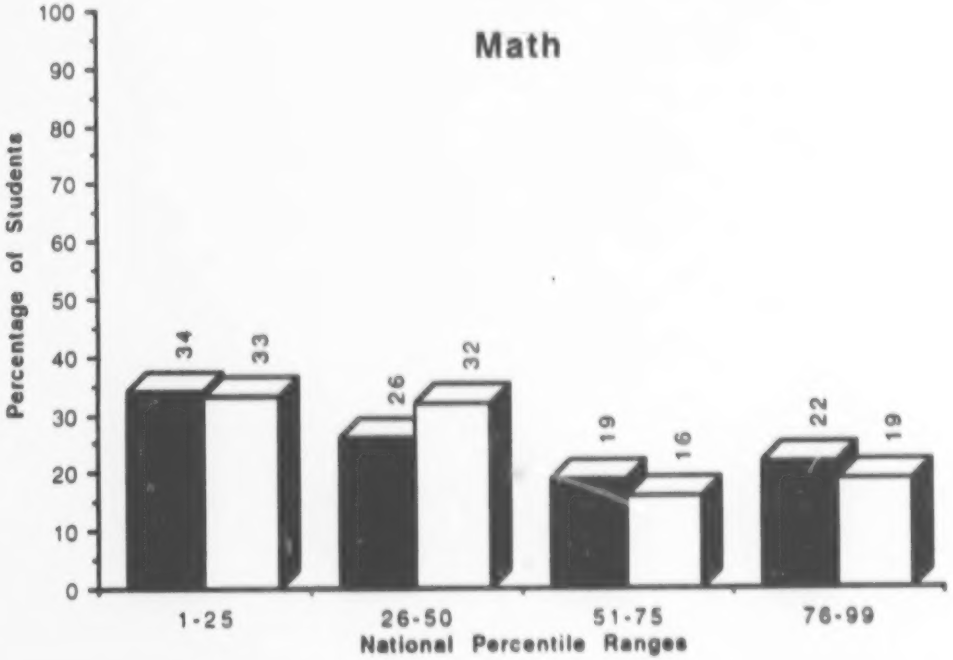
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	5	32	18	-14	5	33	29	-4
03 Non SWP	13	30	33	3	10	35	28	-7
04 Non SWP	12	24	35	11	13	31	31	
05 Non SWP	9	25	27	2	10	25	21	-4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 DOBBS ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02								
03								
04	21	21	38	17	15	34	32	-2
05	8	26	26		8	18	16	-2

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

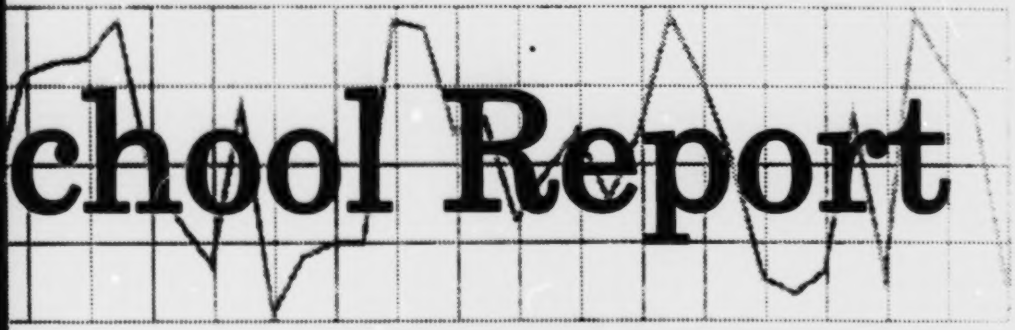
8/04/93 DOBBS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	50	100					50
	System	5,184	95			294	5	5,478
01	School	42	100					42
	System	4,879	89	202	4	408	7	5,489
02	School	38	97	1	3			39
	System	4,527	91	257	5	185	4	4,969
03	School	41	98	1	2			42
	System	4,598	92	260	5	113	2	4,971
04	School	29	100					29
	System	4,608	94	227	5	82	2	4,917
05	School	33	100					33
	System	4,588	96	191	4	20		4,799
	School	233	99	2	1			235
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

DREW
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

UD029683 -

DREW ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• After a decline in student enrollment in 1991 - 92, enrollment stabilized and increased slightly in 1992-93. • The student mobility rate was .28, considerably lower than the system's rate (.38). Eighty-eight percent of the students were enrolled for at least seven attendance periods. • Ten students were reported as being suspended from school during the year. • Chapter I services were administered through the Schoolwide Project. In addition, all students in kindergarten, and first and second grades were served through the Special Instructional Assistance Program which included small, heterogeneously grouped classes, unit-based teaching, additional field trips and the daily use of exploratory learning centers. • Over three-fourths of the kindergarten students entered school with no preschool experiences. • All except for one first grade student had previous kindergarten experiences.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• Student attendance increased and exceeded the system average. • Staff attendance decreased and was slightly below the system average.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Less than 90 percent of the kindergarten students received "Yes" ratings in the Logical-Mathematical and Social Capabilities. Within the Communicative Capability special attention may be needed in the area of Oral Communication. Within the Logical-Mathematical Capability, special attention may be needed in the area of Numbers 1 - 10.
B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, over 70 percent of the kindergarten students were Phrase/Sentence Writers, Simple Story Writers or Intermediate Story Writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• By the end of the school year, in both the fiction and nonfiction categories, there were overall increases in the percentages of students scoring in the Excellent and Upper Adequate ranges and corresponding decreases in the percentages of students scoring in the Needs Improvement and Lower Adequate Ranges. Based on the small number of students with matched results, data for grade 3 appears to be incomplete.

Critical Questions	Findings
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in the area of Mathematics in both 1992 and 1993. In 1993, the state goal also was met in the area of Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), all strands in the area of Mathematics, and Citizenship (Social Studies). Quality performance was not indicated in any of the content areas or strands either year.
B. Grade 5	• At the fifth grade, taking into account the standard error, the state goal was met or exceeded in both 1992 and 1993 in the area of Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), Probability and Statistics and Problem Solving (Mathematics), and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only were Numbers and Number Relations, Measurement, and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand in both 1992 and 1993.
IV. **Iowas Tests of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The percentages of students scoring at or above the national norm decreased in both reading and mathematics. These decreases were greatest at the third grade.

Critical Questions	**Findings**
IV. Iowas Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: (continued)	
B. Students who attended the school for seven or more attendance periods?	• In both reading and mathematics, the achievement level of students enrolled for seven or more attendance periods was similar to that of the entire student body tested.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, the largest increase was in the lowest quadrant (1st - 25th percentile range) and the largest decrease was in the highest quartile range (76th - 99th percentile range.)
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• Chapter I-eligible students made NCE gains at every grade level in both reading and mathematics. In general, these gains were greater than those made by similar Schoolwide Project participants systemwide.
B. Remedial Education Program (REP)	• REP students made NCE gains in grades 2, 3 and 5 in reading and in grades 2 and 3 in mathematics.

Critical Questions	**Findings**
VI. Progression Status How did the school's progression status compare to that of the system?	• Ninety-two percent of Drew's students were promoted to the next grade as compared to 93 percent systemwide. The three grade levels with the largest percentages of retained and/or administratively placed students were the kindergarten, first and second grades.

CV:sm - SR#24
Department of Research and Evaluation
October 27, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

752

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
DREW ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	537	452	458	6	1.3	-79	-14.7
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	402	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	56	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	88	19	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	31	7	3873	12
MOBILITY INDEX	.28		.38	
3. PUPIL-TEACHER RATIO	22.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	10	2	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	458	100	15734	50
CHAPTER I MATH	458	100	14903	47
REP READING	81	18	4384	14
REP MATH	71	16	3768	12
SPECIAL INSTRUCTIONAL ASSISTANCE	227	50	1083	3

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	2	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	18	21	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	66	77	2391	45
FIRST GRADE - APS K-GARTEN	60	91	4862	90
FIRST GRADE - NON-APS K-GARTEN	5	8	481	9
FIRST GRADE - NO K-GARTEN	1	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.4		94.4
1991-92		94.1		94.1
1992-93		94.9		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.3		97.2
1991-92		97.8		97.4
1992-93		97.1		97.4

Drew Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	93	93	92
II. Logical-Mathematical	89	93	93
III. Physical	100	97	96
IV. Personal	90	94	92
V. Social	87	94	93
Total Number Reported	82	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	91	93	92
B. Processes Auditory Information	90	92	92
C. Communicates Orally	84	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	93	90	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	84	93	93
D. Extends Patterns	91	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. **COMMUNICATIVE CAPABILITY**

A. **Processes Visual Information**
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. **Process Auditory Information**
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. **Communicates Orally**
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. **Demonstrates Emergent Literacy**
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. **LOGICAL-MATHEMATICAL CAPABILITY**

A. **Sorts Sets of Objects**
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. **Makes Comparisons**
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. **Knows Numbers 1 to 10**
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. **Extends Patterns**
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. **PHYSICAL CAPABILITY**

A. **Demonstrates Fine Motor Coordination**
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. **Understands Spatial Concepts**
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. **Performs Basic Locomotor Skills**
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. **Performs Basic Manipulative Skills**
- grasping, releasing, throwing, catching, kicking, and striking

IV. **PERSONAL CAPABILITY**

A. **Demonstrates a Positive Self-Concept**
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. **Initiates Independent Activities**
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. **Acts Responsibly**
- follows classroom rules
- treats others and their belongings with respect

V. **SOCIAL CAPABILITY**

A. **Participation in Group Activities**
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. **Carries Out Assigned Tasks**
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
DREW ELEMENTARY SCHOOL 42252

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	6	7.2
STAGE 4: COPIER	14	16.9
STAGE 5: NEW WORD WRITER	4	4.8
STAGE 6: PHRASE/SENTENCE WRITER	20	24.1
STAGE 7: SIMPLE STORY WRITER	34	41.0
STAGE 8: INTERMEDIATE STORY WRITER	5	6.0
TOTAL NUMBER	83	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: DREW ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	2	3	3	5	8	13	17	28	31	51	61
POSTTEST	LEVEL	2	22	36	24	39	9	15	4	7	2	3	61
DIFFERENCE	LEVEL	2	20	33	21	34	1	2	-13	-21	-29	-48	
PRETEST	LEVEL	3	10	63	3	19	1	6	2	13	0	0	16
POSTTEST	LEVEL	3	8	50	5	31	3	19	0	0	0	0	16
DIFFERENCE	LEVEL	3	-2	-13	2	12	2	13	-2	-13	0	0	
PRETEST	LEVEL	4	6	10	14	24	5	9	13	22	20	34	58
POSTTEST	LEVEL	4	11	19	14	24	16	28	8	14	9	16	58
DIFFERENCE	LEVEL	4	5	9	0	0	11	19	-5	-8	-11	-18	
PRETEST	LEVEL	5	1	2	6	10	13	21	12	20	29	48	61
POSTTEST	LEVEL	5	3	5	12	20	21	34	15	25	10	16	61
DIFFERENCE	LEVEL	5	2	3	6	10	8	13	3	5	-19	-32	
			19	10	26	13	27	14	44	22	80	41	196
			44	22	55	28	49	25	27	14	21	11	196
			25	12	29	15	22	11	-17	-8	-59	-30	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: DREW ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	4	7	10	18	12	22	17	31	12	22	55
POSTTEST	LEVEL	4	4	7	18	33	16	29	11	20	6	11	55
DIFFERENCE	LEVEL	4	0	0	8	15	4	7	-6	-11	-6	-11	
PRETEST	LEVEL	5	0	0	0	0	11	19	13	23	33	58	57
POSTTEST	LEVEL	5	7	12	10	18	12	21	13	23	15	26	57
DIFFERENCE	LEVEL	5	7	12	10	18	1	2	0	0	-18	-32	
			4	4	10	9	23	21	30	27	45	40	112
			11	10	28	25	28	25	24	21	21	19	112
			7	6	18	16	5	4	-6	-6	-24	-21	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

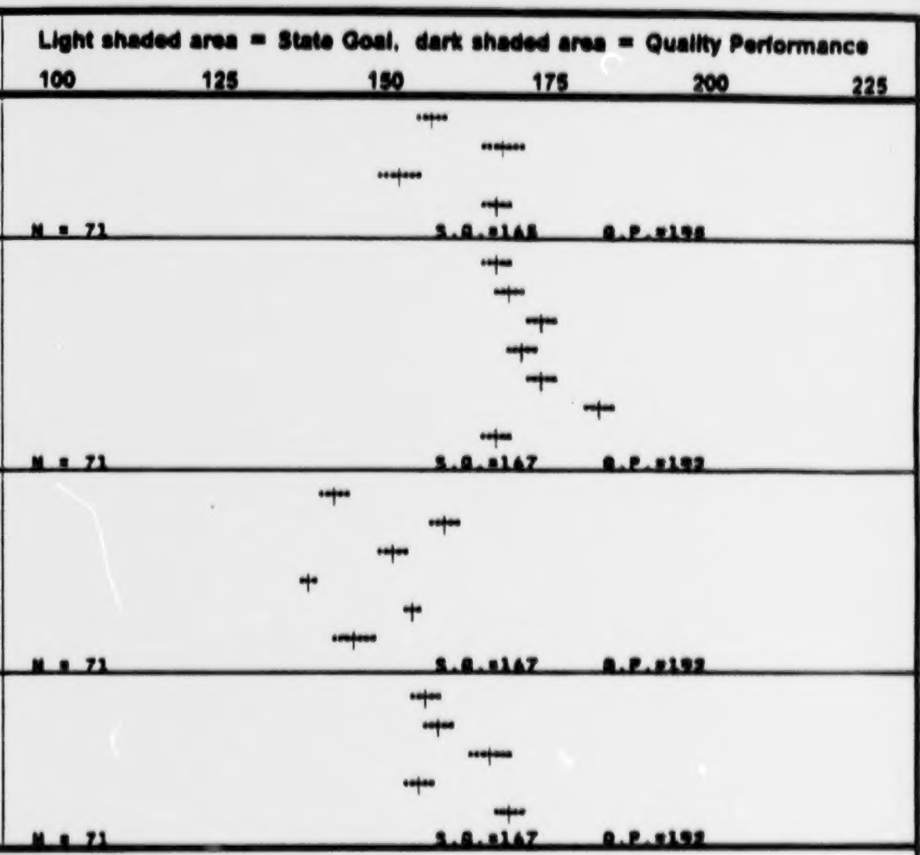
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DREW,CHARLES ELEM
School Code: 5058

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	157 ±2
Literal Comp	168 ±3
Infer & Crit Comp	152 ±3
Reference & Study	167 ±2
MATHEMATICS	167 ±2
Numbers & Num Rel	169 ±2
Operations & Comp	174 ±2
Geometry	171 ±2
Measurement	174 ±2
Prob & Stat	183 ±2
PROBLEM SOLVING	167 ±2
SCIENCE	142 ±2
Life Science	159 ±2
Earth Science	151 ±2
Physical Science	138 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	145 ±3
SOCIAL STUDIES	156 ±2
Communities	158 ±2
Citizenship	166 ±3
American Heritage	155 ±2
Skills	169 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

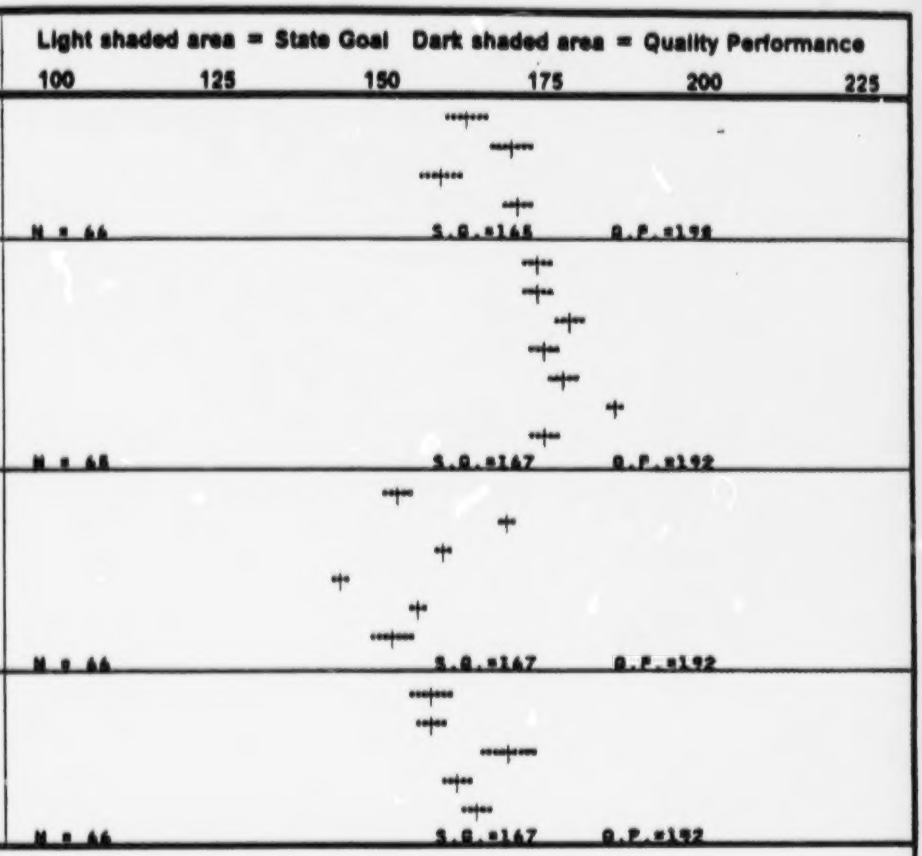
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DREW,CHARLES ELEM
School Code: 5058

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±3
Literal Comp	170 ±3
Infer & Crit Comp	159 ±3
Reference & Study	171 ±2
MATHEMATICS	174 ±2
Numbers & Num Rel	174 ±2
Operations & Comp	179 ±2
Geometry	175 ±2
Measurement	178 ±2
Prob & Stat	186 ±1
PROBLEM SOLVING	175 ±2
SCIENCE *	152 ±2
Life Science	169 ±1
Earth Science	159 ±1
Physical Science	143 ±1
Process Skills	155 ±1
Env/Sci/Tech/Soc	151 ±3
SOCIAL STUDIES	157 ±3
Communities	157 ±2
Citizenship	169 ±4
American Heritage	161 ±2
Skills	164 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

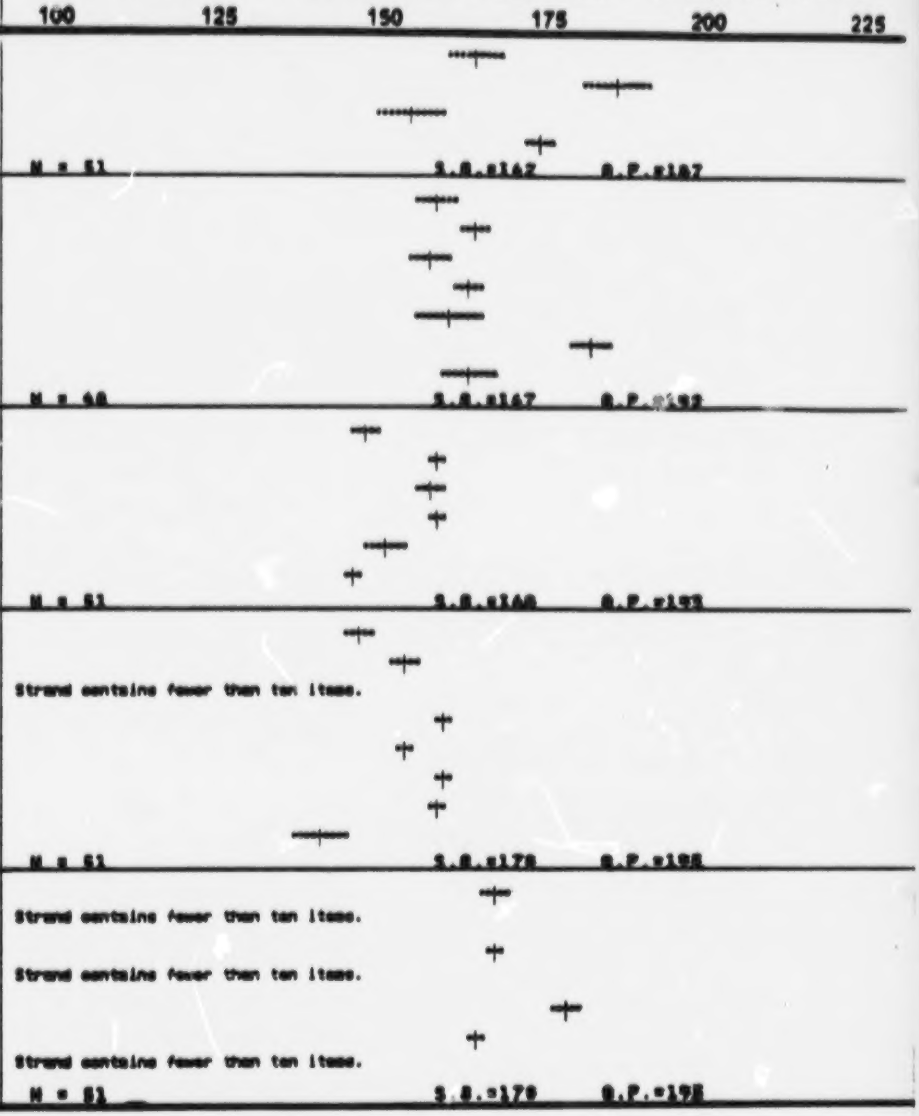
GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DREW,CHARLES ELEM
School Code: 5058

Date Printed: 11NOV9

Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	164 ±4	
Literal Comp	186 ±5	
Infer & Crit Comp	154 ±5	
Reference & Study	174 ±2	
		N = 51 S.G.=162 Q.P.=187
MATHEMATICS	158 ±3	
Numbers & Num Rel	164 ±2	
Operations & Comp	157 ±3	
Geometry	163 ±2	
Measurement	160 ±5	
Prob & Stat	182 ±3	
PROBLEM SOLVING	163 ±4	
		N = 48 S.G.=167 Q.P.=192
SCIENCE	147 ±2	
Life Science	158 ±1	
Earth Science	157 ±2	
Physical Science	158 ±1	
Process Skills	150 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 51 S.G.=168 Q.P.=193
SOCIAL STUDIES	146 ±2	
Geog Regions	153 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	159 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	158 ±1	
Skills	140 ±4	
		N = 51 S.G.=178 Q.P.=198
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	167 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	178 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 51 S.G.=179 Q.P.=198

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

773

† = the school score
••• = the standard error (S.E.)

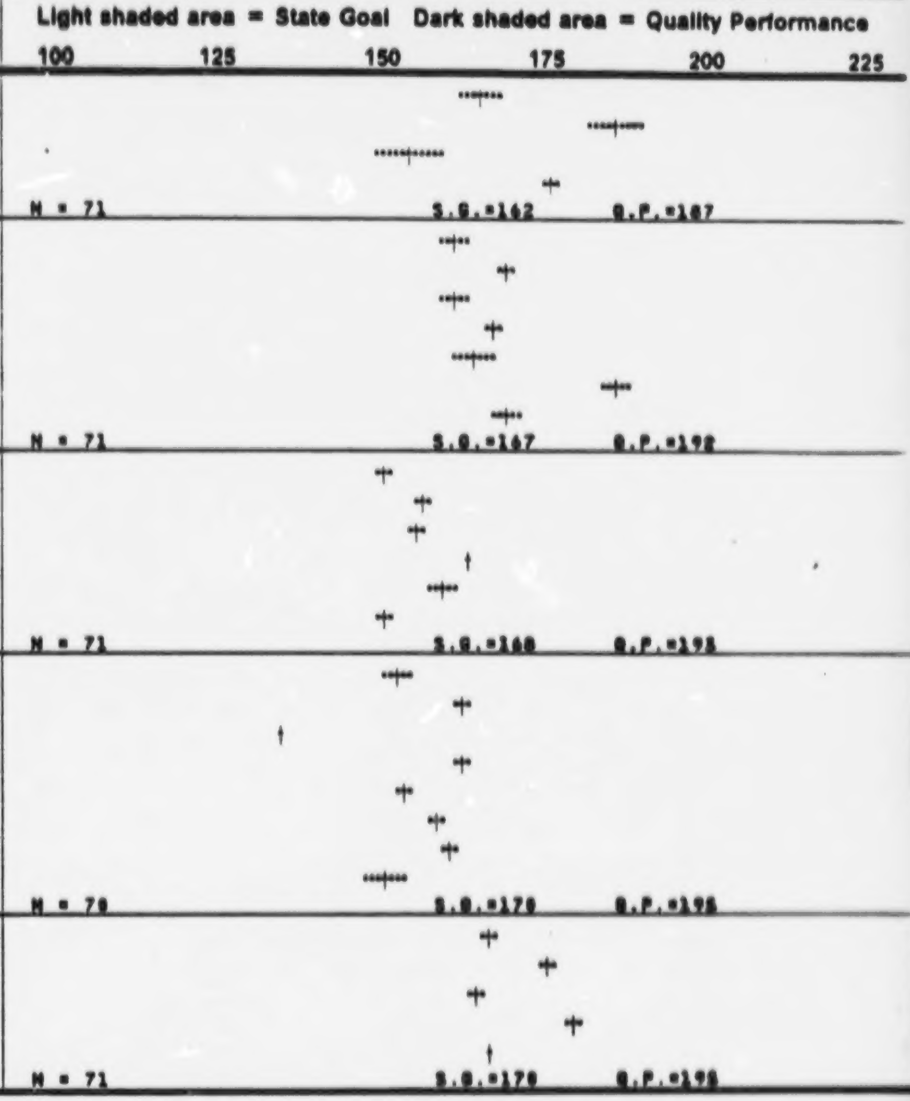
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DREW,CHARLES ELEM
School Code: 5058

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±3
Literal Comp	186 ±4
Infer & Crit Comp	154 ±5
Reference & Study	176 ±1
MATHEMATICS	161 ±2
Numbers & Num Rel	169 ±1
Operations & Comp	161 ±2
Geometry	167 ±1
Measurement	164 ±3
Prob & Stat	186 ±2
PROBLEM SOLVING	169 ±2
SCIENCE	150 ±1
Life Science	156 ±1
Earth Science	155 ±1
Physical Science	163 ±0
Process Skills	159 ±2
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	162 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	153 ±1
U.S. 1875-1932	158 ±1
U.S. 1932-present	160 ±1
Skills	150 ±3
HEALTH	166 ±1
Sfty/Prs/Mntl Hlth	175 ±1
Nutrition	164 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	166 ±0

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

774

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 DREW ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	65	38	42	69	49	
02	71	58	47	51	73	
03	67	80	76	84	42	
04	70	83	59	24	57	
05	73	79	59	51	23	
School Total	346	65	55	57	49	-8
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	65	70	36	67	60	
02	71	88	98	90	85	
03	52	79	52	70	40	
04	70	79	45	36	46	
05	73	54	54	28	37	
School Total	331	75	57	61	54	-7
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

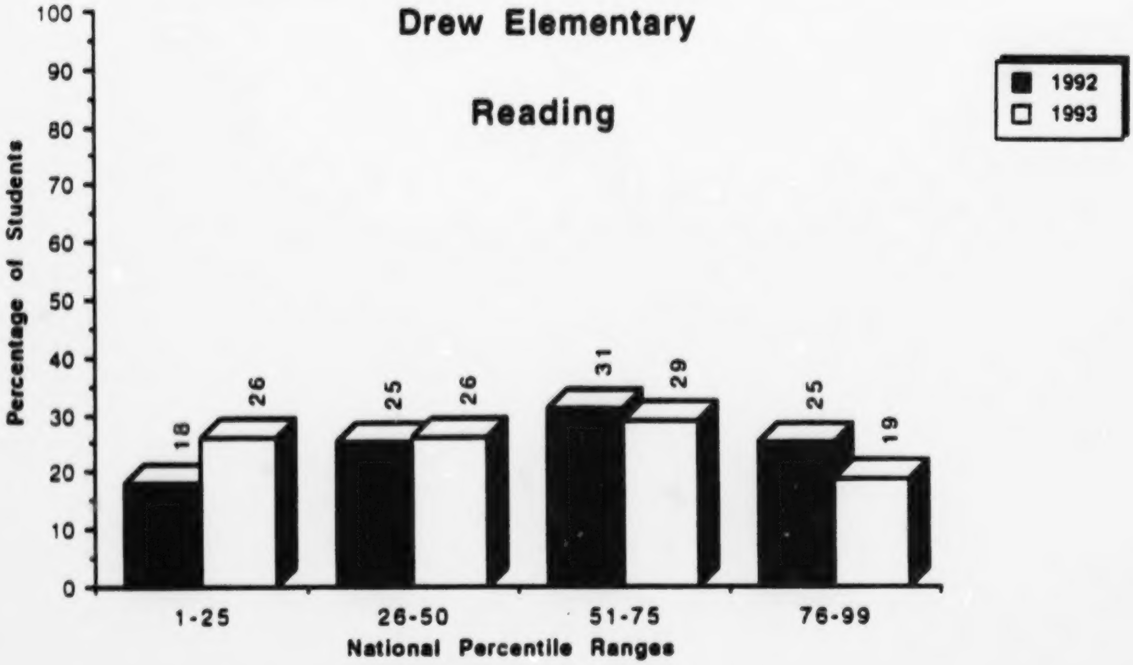
SCHOOL: 42252 DREW ELEMENTARY SCHOOL

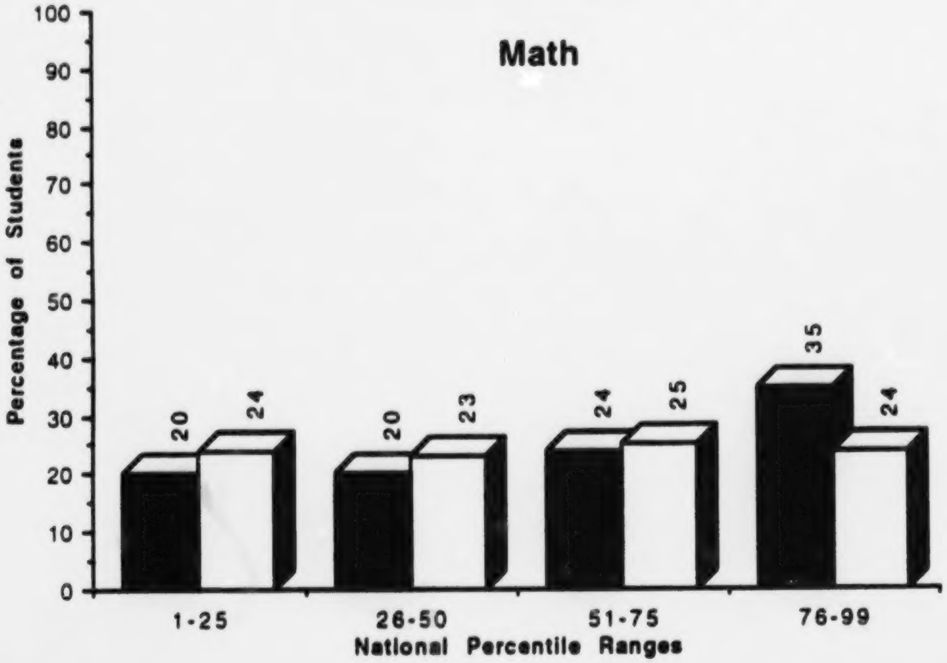
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	58	29	50	58	36	62
02	62	46	74	62	52	84
03	58	23	40	47	20	43
04	64	35	55	64	29	45
05	69	17	25	69	26	38
SCHOOL TOTAL	311	150	48	300	163	54
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	20	34	49	15	20	34	61	27
03 SWP	28	37	41	4	4	45	50	5
04 SWP	10	44	52	8	19	39	41	2
05 SWP	53	35	38	3	45	30	31	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	11	36	47	11	12	40	63	23
03	13	35	42	7	2	50	55	5
04	6	50	42	-8	15	40	36	-4
05	50	35	38	3	39	31	31	

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

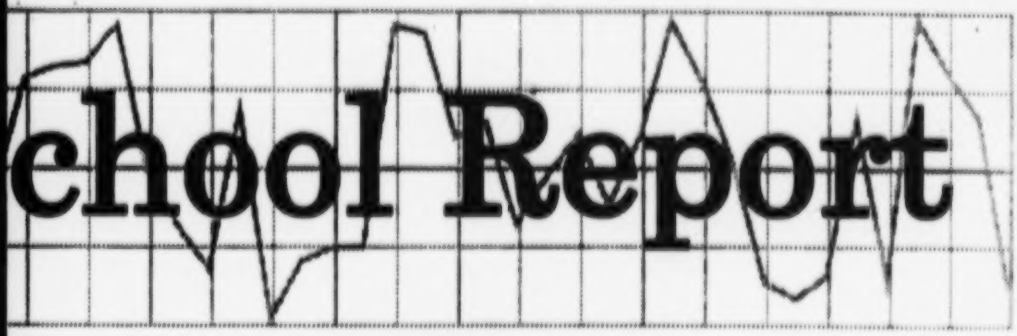
8/04/93 DREW ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	72	87			11	13	83
	System	5,184	95			294	5	5,478
01	School	51	81	4	6	8	13	63
	System	4,879	89	202	4	408	7	5,489
02	School	64	85	8	11	3	4	75
	System	4,527	91	257	5	185	4	4,969
03	School	65	98	1	2			66
	System	4,598	92	260	5	113	2	4,971
04	School	70	100					70
	System	4,608	94	227	5	82	2	4,917
05	School	71	99			1	1	72
	System	4,588	96	191	4	20		4,799
	School	393	92	13	3	23	5	429
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

DUNBAR
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

DUNBAR ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment has decreased by 7.7 percent over a 3-year period compared to a decrease of 5.3 percent for the system. • The pupil mobility index was .44 compared to .38 for the system. • Over half (56 percent) of the kindergarten pupils had pre-school experiences. • The percentages for pupil attendance have been higher than those for the system for the past three years, and this fact was reported last year. • There was a decrease in the percentage for certified staff attendance and it was slightly lower than that for the system in FY '93.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and key indicators showed percentages from 91 to 98 that received "yes" ratings; therefore, no capabilities or indicators suggested a need for attention, and the kindergarten students should be prepared for a developmentally appropriate first grade.
B. What was the ending performance of kindergarten students in writing?	• Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. At the school 66.4 percent of the students were in Stages 6 and 7 and 2.2 percent were in the higher Stage 8.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 22 percent fewer students in the Lower Adequate/Needs Improvement Categories and 18 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 4 percentage points. • For nonfiction matched scores there were 19 percent fewer students in the Needs Improvement Category and 27 percent more students in the Excellent/Upper Adequate Categories.

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the area of Mathematics (1992 and 1993), and Language Arts/Reading and Social Studies (1993). The scores also met or exceeded the state goal on the Literal Comprehension and Reference and Study strands, in Reading, all six strands in Mathematics (1992 and 1993); the Life Science strand in Science (1993); the Skills strand in Social Studies (1992 and 1993); and the Citizenship strand in Social Studies (1993). The school's scores did not indicate quality performance in any content area or strand.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992 and 1993) and in Mathematics and Health (1993). Also, the scores met or exceeded the state goal on all three Reading strands (1992 and 1993); the Probability and Statistics strand in Mathematics (1992); all six Mathematics strands (1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personnel Health/Mental Health and Nutrition strands in Health (1993). Your school's scores did not indicate quality performance in any content areas; however, the scores did indicate quality performance for the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics (1993).
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY'92 to FY'93, the school showed an increase of 12 for reading and an increase for 14 for mathematics in the percentage of students at or above national norm.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) contd.	
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled at least seven or more attendance periods had a slightly higher percentage at or above national norm in reading and the same percentage at or above national norm in mathematics.
C. The percentage of students scoring within each quadrant?	• There was a decrease FY'92 to FY'93 in the percentages of students in the two lower quadrants, a slight decrease in the third quadrant, and an increase in the highest quadrant. In mathematics, there were decreases in the two lower quadrants and increases in the two higher quadrants.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Schoolwide Program	• There were NCE gains for the Chapter I Schoolwide Project students in reading and mathematics at every grade level.
B; Remedial Education Program (REP)	• There were NCE gains for the REP students in reading and mathematics at every grade level.
VI. Progression Status How did the school's progression status compare to that of the system?	• Ninety-nine percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system and no students were retained compared to 4 percent for the system.

R&E/PA:lf October, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
DUNBAR ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	483	479	446	-33	-6.9	-37	-7.7
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	373	84	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	73	16	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	115	26	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	28	6	3873	12
MOBILITY INDEX	.44		.38	
3. PUPIL-TEACHER RATIO	22.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	446	100	15734	50
CHAPTER I MATH	446	100	14903	47
REP READING	65	15	4384	14
REP MATH	54	12	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	13	20	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	24	36	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	29	44	2391	45
FIRST GRADE - APS K-GARTEN	71	97	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	3	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.6		94.4
1991-92		94.9		94.1
1992-93		95.0		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		98.0		97.4
1992-93		96.9		97.4

798

797

Dunbar Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	95	93	93
III. Physical	98	97	96
IV. Personal	98	94	92
V. Social	97	94	93
Total Number Reported	92	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	93	93	92
B. Processes Auditory Information	92	92	92
C. Communicates Orally	98	91	92
D. Demonstrates Emergent Literacy	95	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	90	91
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	91	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
DUNBAR ELEMENTARY SCHOOL 41259

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	3	3.3
STAGE 3: INVENTED WORD WRITER	5	5.6
STAGE 4: COPIER	19	21.1
STAGE 5: NEW WORD WRITER	3	3.3
STAGE 6: PHRASE/SENTENCE WRITER	28	31.1
STAGE 7: SIMPLE STORY WRITER	30	33.3
STAGE 8: INTERMEDIATE STORY WRITER	2	2.2
TOTAL NUMBER	90	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1	***Pictographic Writer*** Child writing is drawing; does not use alphabet letters.
Stage 2	***Scribble Writer*** Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
Stage 3	***Invented Word Writer*** Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
Stage 4	***Copier*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 5	***New Word Writer*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 6	***PhraselSentence Writer*** Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
Stage 7	***Simple Story Writer*** Child's story consists of short related sentences.
Stage 8	***Intermediate Story Writer*** Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
Stage 9	**Advanced Story Writer** Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: DUNBAR ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	17	25	16	24	10	15	9	13	15	22	67
POSTTEST	LEVEL	2	12	18	29	43	13	19	7	10	6	9	67
DIFFERENCE	LEVEL	2	-5	-7	13	19	3	4	-2	-3	-9	-13	
PRETEST	LEVEL	3	5	9	23	43	6	11	10	19	10	19	54
POSTTEST	LEVEL	3	9	17	18	33	13	24	7	13	7	13	54
DIFFERENCE	LEVEL	3	4	8	-5	-10	7	13	-3	-6	-3	-6	
PRETEST	LEVEL	4	23	46	7	14	2	4	9	18	9	18	50
POSTTEST	LEVEL	4	21	42	13	26	11	22	2	4	3	6	50
DIFFERENCE	LEVEL	4	-2	-4	6	12	9	18	-7	-14	-6	-12	
PRETEST	LEVEL	5	5	9	9	16	18	33	15	27	8	15	55
POSTTEST	LEVEL	5	28	51	14	25	9	16	3	5	1	2	55
DIFFERENCE	LEVEL	5	23	42	5	9	-9	-17	-12	-22	-7	-13	
			50	22	55	24	36	16	43	19	42	19	226
			70	31	74	33	46	20	19	8	17	8	226
			20	9	19	9	10	4	-24	-11	-25	-11	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: DUNBAR ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	6	13	14	29	14	29	3	6	11	23	48
POSTTEST LEVEL 4	6	13	22	46	10	21	6	13	4	8	48
DIFFERENCE LEVEL 4	0	0	8	17	-4	-8	3	7	-7	-15	
PRETEST LEVEL 5	9	16	14	25	12	21	8	14	13	23	56
POSTTEST LEVEL 5	21	38	22	39	7	13	6	11	0	0	56
DIFFERENCE LEVEL 5	12	22	8	14	-5	-8	-2	-3	-13	-23	
	15	14	28	27	26	25	11	11	24	23	104
	27	26	44	42	17	16	12	12	4	4	104
	12	12	16	15	-9	-9	1	1	-20	-19	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

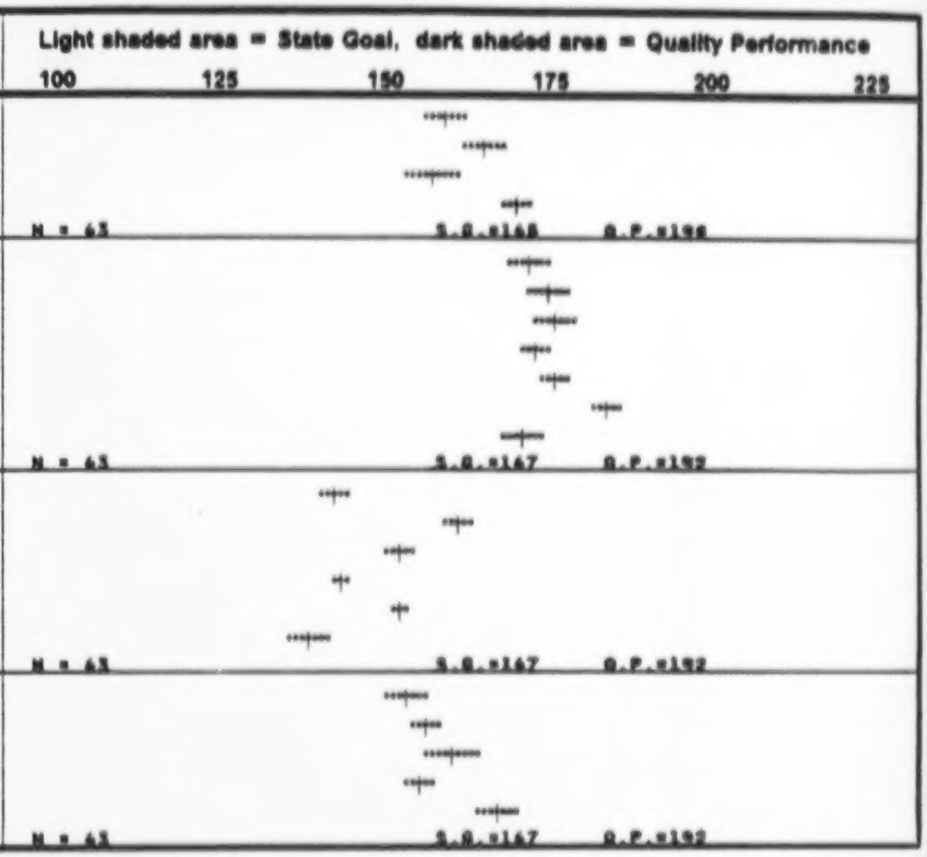
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DUNBAR ELEM
School Code: 5558

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	159 ±3
Literal Comp	165 ±3
Infer & Crit Comp	157 ±4
Reference & Study	170 ±2
MATHEMATICS	172 ±3
Numbers & Num Rel	175 ±3
Operations & Comp	176 ±3
Geometry	173 ±2
Measurement	176 ±2
Prob & Stat	184 ±2
PROBLEM SOLVING	171 ±3
SCIENCE	142 ±2
Life Science	161 ±2
Earth Science	152 ±2
Physical Science	143 ±1
Process Skills	152 ±1
Env/Sci/Tech/Soc	138 ±3
SOCIAL STUDIES	153 ±3
Communities	156 ±2
Citizenship	160 ±4
American Heritage	155 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

812

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

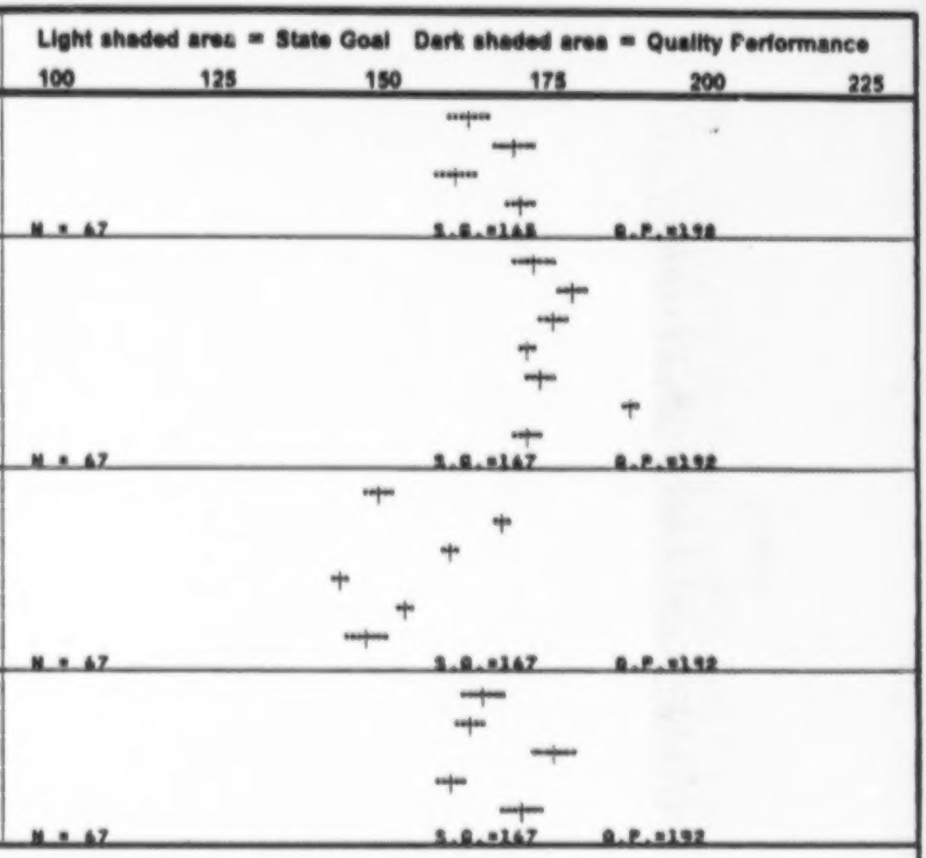
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: DUNBAR ELEM
School Code: 5558

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±3
Literal Comp	170 ±3
Infer & Crit Comp	161 ±3
Reference & Study	171 ±2
MATHEMATICS	173 ±3
Numbers & Num Rel	179 ±2
Operations & Comp	176 ±2
Geometry	172 ±1
Measurement	174 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	172 ±2
SCIENCE *	149 ±2
Life Science	168 ±1
Earth Science	160 ±1
Physical Science	143 ±1
Process Skills	153 ±1
Env/Sci/Tech/Soc	147 ±3
SOCIAL STUDIES	165 ±3
Communities	163 ±2
Citizenship	176 ±3
American Heritage	160 ±2
Skills	171 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

813

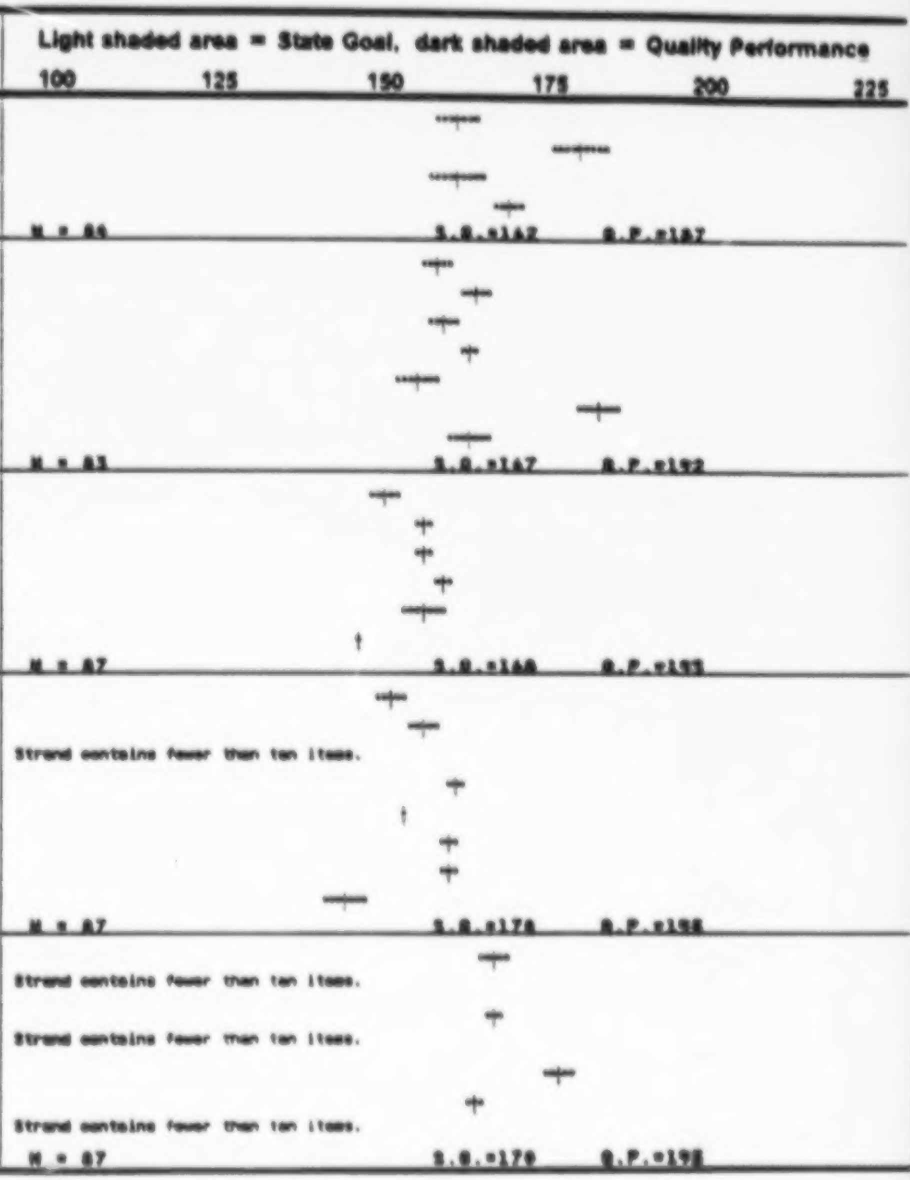
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DUNBAR ELEM
School Code: 5558

Date Printed: 11NOV9



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	161 ±3	
Literal Comp	180 ±4	
Infer & Crit Comp	161 ±4	
Reference & Study	169 ±2	
		N = 84 S.G.=162 Q.P.=187
MATHEMATICS	158 ±2	
Numbers & Num Rel	164 ±2	
Operations & Comp	159 ±2	
Geometry	163 ±1	
Measurement	155 ±3	
Prob & Stat	183 ±3	
PROBLEM SOLVING	163 ±3	
		N = 83 S.G.=167 Q.P.=192
SCIENCE	150 ±2	
Life Science	156 ±1	
Earth Science	156 ±1	
Physical Science	159 ±1	
Process Skills	156 ±3	
Env/Sci/Tech/Soc	146 ±0	
		N = 87 S.G.=168 Q.P.=193
SOCIAL STUDIES	151 ±2	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	160 ±1	
Skills	144 ±3	
		N = 87 S.G.=178 Q.P.=198
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	167 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 87 S.G.=179 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

814

† = the school score
*** = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

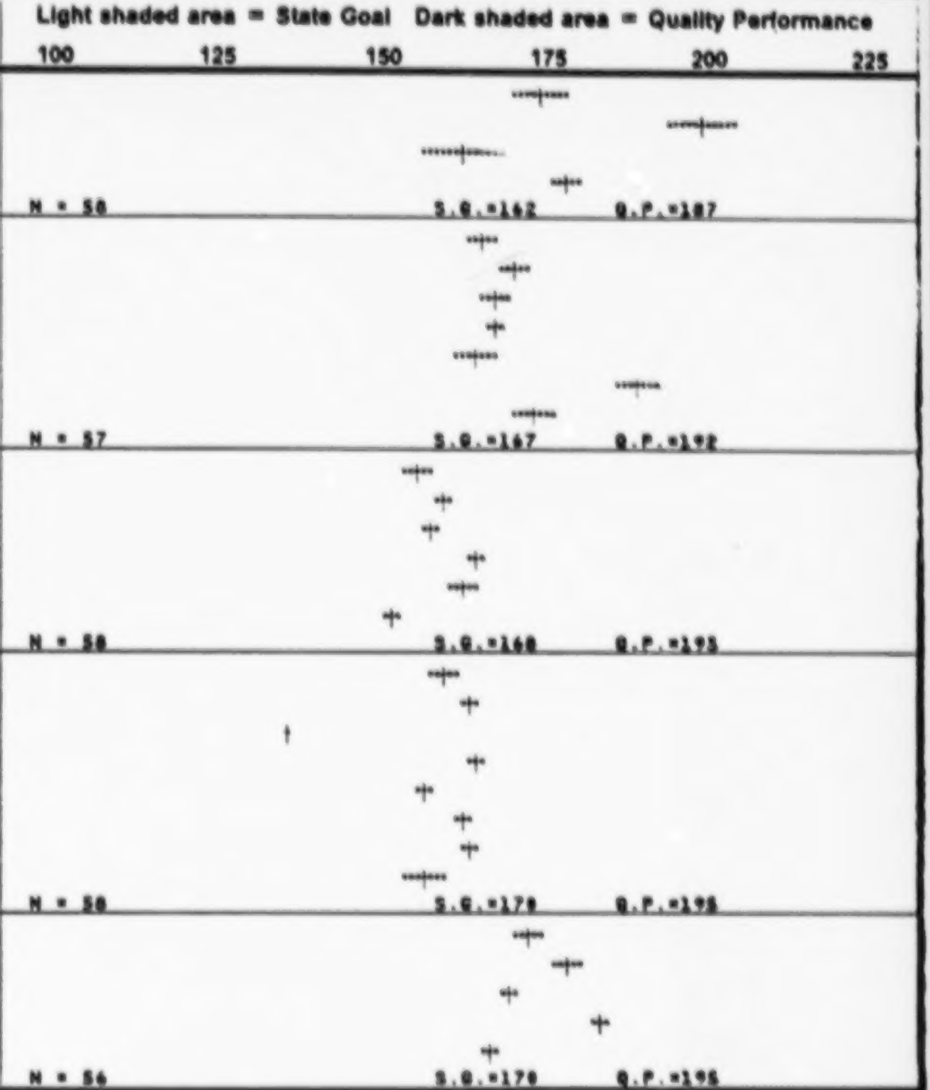
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: DUNBAR ELEM
School Code: 5558

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	174 ±4
Literal Comp	199 ±5
Infer & Crit Comp	162 ±6
Reference & Study	178 ±2
MATHEMATICS	165 ±2
Numbers & Num Rel	170 ±2
Operations & Comp	167 ±2
Geometry	167 ±1
Measurement	164 ±3
Prob & Stat	189 ±3
PROBLEM SOLVING	173 ±3
SCIENCE	155 ±2
Life Science	159 ±1
Earth Science	157 ±1
Physical Science	164 ±1
Process Skills	162 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	159 ±2
Geog Regions	163 ±1
Canada Hist/Geog	135 ±0
U.S. pre-1791	164 ±1
U.S. 1791-1875	156 ±1
U.S. 1875-1932	162 ±1
U.S. 1932-present	163 ±1
Skills	156 ±3
HEALTH	172 ±2
Sfty/Pre/Mntl Hlth	178 ±2
Nutrition	169 ±1
Substance Abuse	183 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 DUNBAR ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	71	50	45	61	77	
02	72	64	51	66	60	
03	65	47	34	38	75	
04	56	64	56	80	95	
05	60	46	30	60	58	
School Total	324	53	44	61	73	12
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	72	70	69	61	65	
02	74	92	95	97	93	
03	66	61	52	53	65	
04	56	51	48	71	89	
05	60	48	28	40	75	
School Total	328	64	60	63	77	14
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

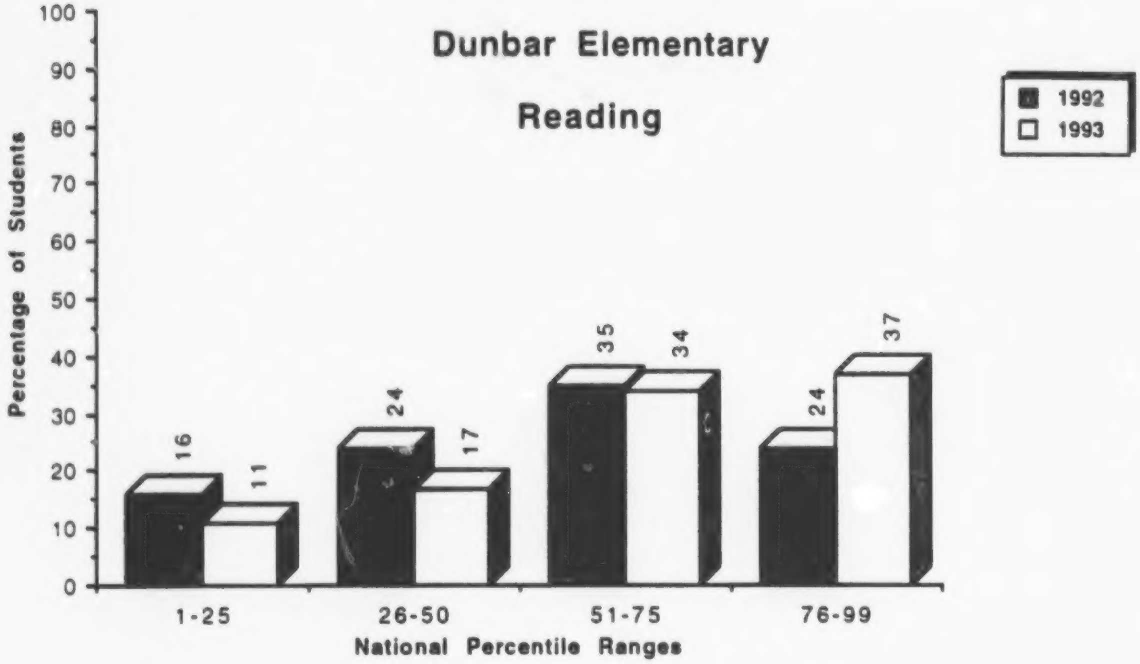
10/06/93

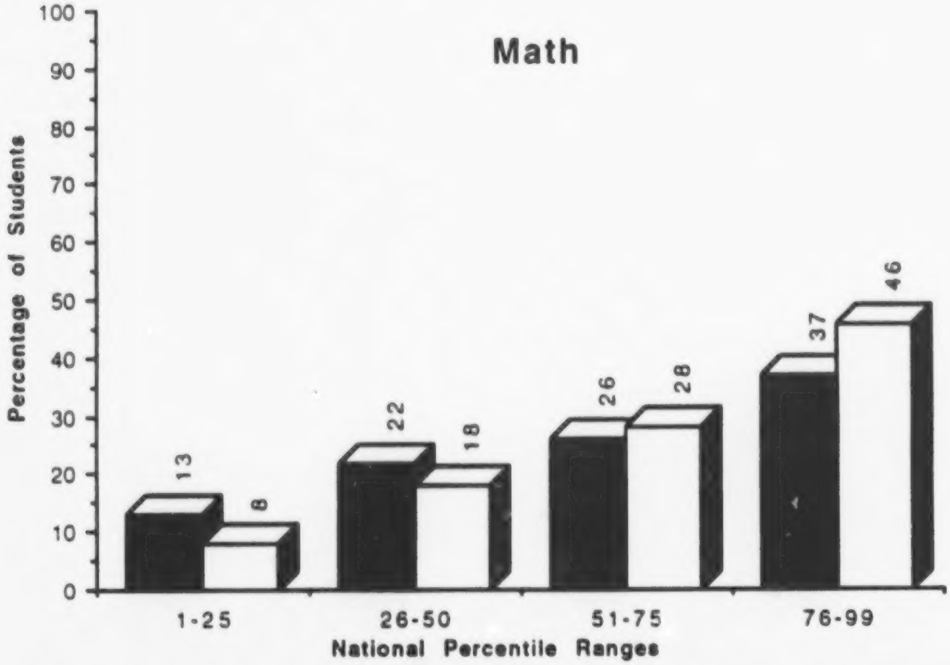
SCHOOL: 41259 DUNBAR ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	67	53	79	67	42	63
02	64	39	61	65	61	94
03	54	44	81	56	37	66
04	48	46	96	48	43	90
05	55	32	58	55	42	76
SCHOOL TOTAL	288	214	74	291	225	77
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	18	37	45	8	23	38	63	25
03 SWP	22	39	53	14	4	30	51	21
04 SWP	32	33	71	38	22	40	63	23
05 SWP	17	32	48	16	19	35	46	11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 DUNBAR ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02	17	36	47	11	20	40	66	26
03	15	41	54	13	2	40	64	24
04	20	34	72	38	17	39	63	24
05	11	33	49	16	15	37	47	10

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

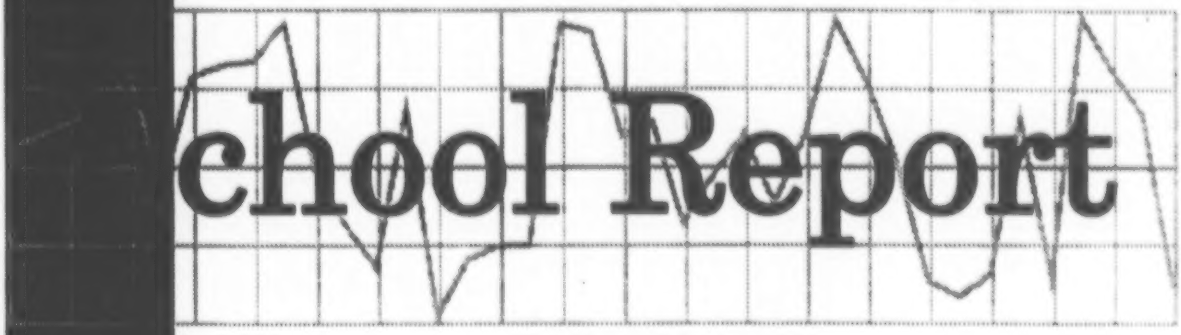
8/04/93 DUNBAR ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	91	100					91
	System	5,184	95			294	5	5,478
01	School	77	100					77
	System	4,879	89	202	4	408	7	5,489
02	School	75	95	4	5			79
	System	4,527	91	257	5	185	4	4,969
03	School	68	100					68
	System	4,598	92	260	5	113	2	4,971
04	School	58	98	1	2			59
	System	4,608	94	227	5	82	2	4,917
05	School	59	98	1	2			60
	System	4,588	96	191	4	20		4,799
	School	428	99	6	1			434
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

EAST LAKE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

EAST LAKE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Student enrollment declined by 20 percent over the three-year period from 1990-91 to 1992-93. • The mobility index (.42) at East Lake was higher than that of the system (.38). However, 91 percent of the students were enrolled at East Lake at least seven attendance periods. • Thirteen percent of the kindergarten students attended the Atlanta Public Schools preschool program based at the school. However, 58 percent of the kindergarten students entered school with no preschool experience. • All first grade students had previous kindergarten experience. • There was a slight increase (.5 percent) in student attendance and a larger increase (1.9 percent) in staff attendance. Both student and staff attendance were above the system average.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.
B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, over 80 percent of the kindergarten students were Phrase/Sentence Writers or Simple Story Writers.

AIIM

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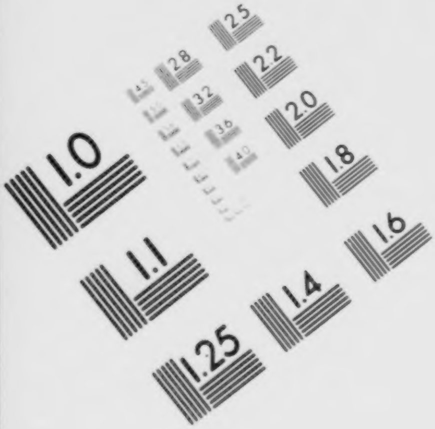
Silver Spring, Maryland 20910

301/587-8202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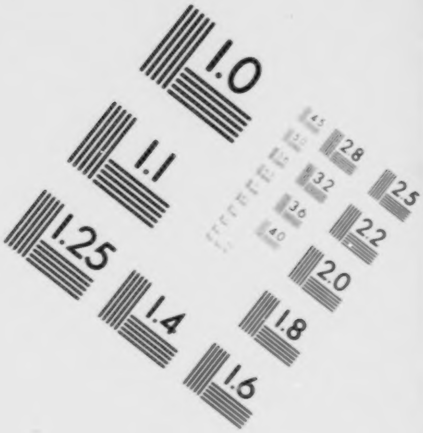
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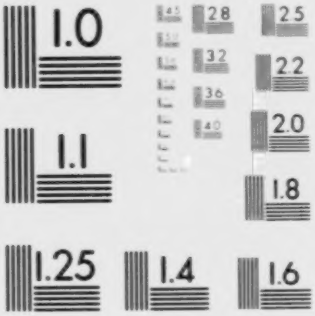
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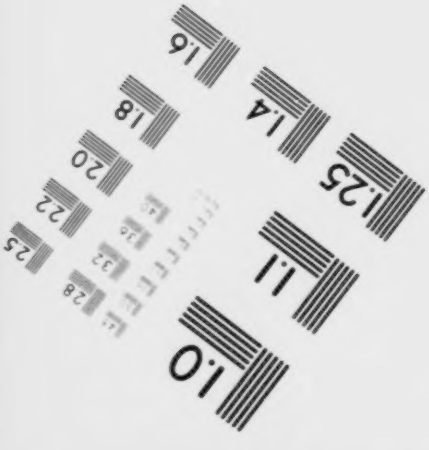
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Critical Questions	Findings
II. Performance-Based Assessment (contd.)	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	- For fiction matched scores, there were 25 percent fewer students in the Needs Improvement and Lower Adequate categories and 29 percent more students in the Upper Adequate and Excellent categories. - For nonfiction matched scores, the biggest increase for fourth graders was in the Middle Adequate category. By the end of the year, there were fewer students in the Upper Adequate category and more students in the Needs Improvement category. In the fifth grade, after a year of instruction, fewer students were in the Needs Improvement and Lower Adequate categories and more students were in the Excellent and Upper Adequate categories.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	- Taking into account the standard error, scores for third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. The state goal was met or exceeded in the areas of Science and Social Studies in 1992 but not in 1993. For both years, the state goal was met or exceeded in all strands in the areas of Language Arts and Mathematics, in the Life Science Strand in the area of Science, and in the Citizenship and Skills strands in the area of Social Studies. Quality performance was not indicated in any of the content areas or strands either year.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (contd.)	
B. Grade 5	• At the fifth grade, taking into account the standard error, student scores met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts. In 1993, the state goal also was met in the area of Health. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Probability and Statistics and Problem Solving (Mathematics) and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only included Numbers and Number Relations and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand (Language Arts) in both 1992 and 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was an 8-point decrease in the percentage of students scoring at or above the national norm in reading and a 3-point increase in mathematics. At all grade levels, over 50 percent of the students had scores at or above the national norm in both reading and mathematics.
B. Students who attended the school for seven or more attendance periods?	• The achievement level of students enrolled for seven or more attendance periods was similar to that of the entire student body tested in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In reading, the percentage of students with scores at or above the national norm decreased in the lowest quadrant (1st - 25th percentile range) and the third quadrant (51st - 75th percentile range.) The percentage of students scoring within the highest quadrant remained stable in reading. In mathematics, there was an increase in the percentage of students with scores in the highest quadrant.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• The NCE gains made by Chapter I students at East Lake in reading were higher at all grade levels than the gains made by similar students systemwide. However, in mathematics, NCE gains were made in grade 5 only.
B. Remedial Education Program (REP)	• No students were reported as being served through REP in grade 4 in reading. NCE gains made at the remaining grade levels were greater than those of similar REP students systemwide. In mathematics, NCE gains were made in grades 4 and 5 only.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Ninety-three percent of the students at East Lake were promoted to the next grade at the end of the 1992-93 school year. First grade had the largest percentage of retained students.

R&E/CV:lf October 28, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
EAST LAKE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	392	352	314	-38	-10.8	-78	-19.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	285	91	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	29	9	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	86	27	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	57	18	3873	12
MOBILITY INDEX	.42		.38	
3. PUPIL-TEACHER RATIO	20.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	50	16	15734	50
CHAPTER I MATH	34	11	14903	47
REP READING	28	9	4384	14
REP MATH	24	8	3768	12
BILINGUAL	1	0	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	7	13	291	5
K-GARTEN - HEAD START	3	6	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	58	2391	45
FIRST GRADE - APS K-GARTEN	50	82	4862	90
FIRST GRADE - NON-APS K-GARTEN	11	18	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.3		94.4
1991-92		95.3		94.1
1992-93		95.8		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		95.8		97.2
1991-92		95.8		97.4
1992-93		97.7		97.4

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	98	93	92
II. Logical-Mathematical	96	93	93
III. Physical	98	97	96
IV. Personal	94	94	92
V. Social	96	94	93
Total Number Reported	52	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	98	93	92
B. Processes Auditory Information	96	92	92
C. Communicates Orally	96	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	92	90	91
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	96	93	93
D. Extends Patterns	90	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

Skills Assessed with Structured Assessment Activities.

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
EAST LAKE ELEMENTARY SCHOOL 42273

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	2	3.8
STAGE 4: COPIER	2	3.8
STAGE 5: NEW WORD WRITER	5	9.6
STAGE 6: PHRASE/SENTENCE WRITER	7	13.5
STAGE 7: SIMPLE STORY WRITER	36	69.2
TOTAL NUMBER	52	99.9

-11-

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*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: EAST LAKE ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	7	15	15	31	16	33	10	21	48
POSTTEST	LEVEL	2	2	4	12	25	24	50	7	15	3	6	48
DIFFERENCE	LEVEL	2	2	4	5	10	9	19	-9	-18	-7	-15	
PRETEST	LEVEL	3	5	14	12	33	8	22	4	11	7	19	36
POSTTEST	LEVEL	3	8	22	20	56	4	11	3	8	1	3	36
DIFFERENCE	LEVEL	3	3	8	8	23	-4	-11	-1	-3	-6	-16	
PRETEST	LEVEL	4	6	12	14	27	17	33	9	17	6	12	52
POSTTEST	LEVEL	4	6	12	10	19	15	29	14	27	7	13	52
DIFFERENCE	LEVEL	4	0	0	-4	-8	-2	-4	5	10	1	1	
PRETEST	LEVEL	5	0	0	8	15	14	26	19	35	13	24	54
POSTTEST	LEVEL	5	30	56	20	37	3	6	0	0	1	2	54
DIFFERENCE	LEVEL	5	30	56	12	22	-11	-20	-19	-35	-12	-22	
			11	6	41	22	54	28	48	25	36	19	190
			46	24	62	33	46	24	24	13	12	6	190
			35	18	21	11	-8	-4	-24	-12	-24	-13	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: EAST LAKE ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	6	12	21	41	8	16	11	22	5	10	51
POSTTEST	LEVEL	4	6	12	6	12	22	43	9	18	8	16	51
DIFFERENCE	LEVEL	4	0	0	-15	-29	14	27	-2	-4	3	6	
PRETEST	LEVEL	5	0	0	5	9	10	19	16	30	22	42	53
POSTTEST	LEVEL	5	29	55	16	30	4	8	4	8	0	0	53
DIFFERENCE	LEVEL	5	29	55	11	21	-6	-11	-12	-22	-22	-42	
			6	6	26	25	18	17	27	26	27	26	104
			35	34	22	21	26	25	13	13	8	8	104
			29	28	-4	-4	8	8	-14	-13	19	-18	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

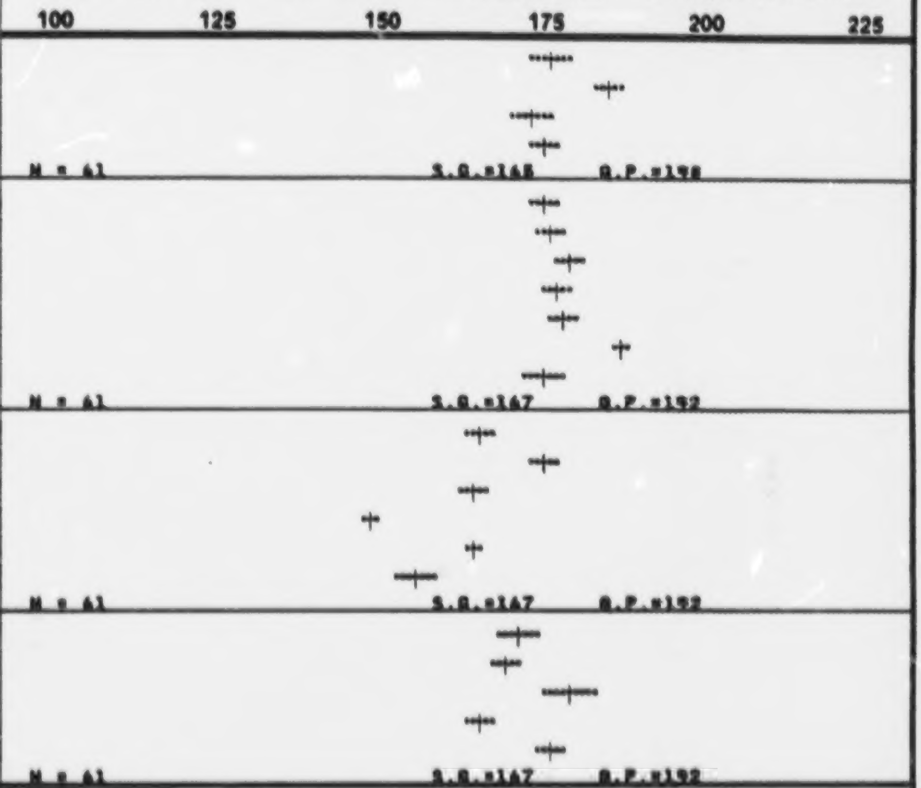
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: EAST LAKE ELEM
School Code: 2059

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	176 ±3	
Literal Comp	185 ±2	
Infer & Crit Comp	173 ±3	
Reference & Study	175 ±2	
		N = 61 S.G.=168 Q.P.=198
MATHEMATICS	175 ±2	
Numbers & Num Rel	176 ±2	
Operations & Comp	179 ±2	
Geometry	177 ±2	
Measurement	178 ±2	
Prob & Stat	187 ±1	
PROBLEM SOLVING	175 ±3	
		N = 61 S.G.=167 Q.P.=192
SCIENCE	165 ±2	
Life Science	175 ±2	
Earth Science	164 ±2	
Physical Science	148 ±1	
Process Skills	164 ±1	
Env/Sci/Tech/Soc	155 ±3	
		N = 61 S.G.=167 Q.P.=192
SOCIAL STUDIES	171 ±3	
Communities	169 ±2	
Citizenship	179 ±4	
American Heritage	165 ±2	
Skills	176 ±2	
		N = 61 S.G.=167 Q.P.=192



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

855

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

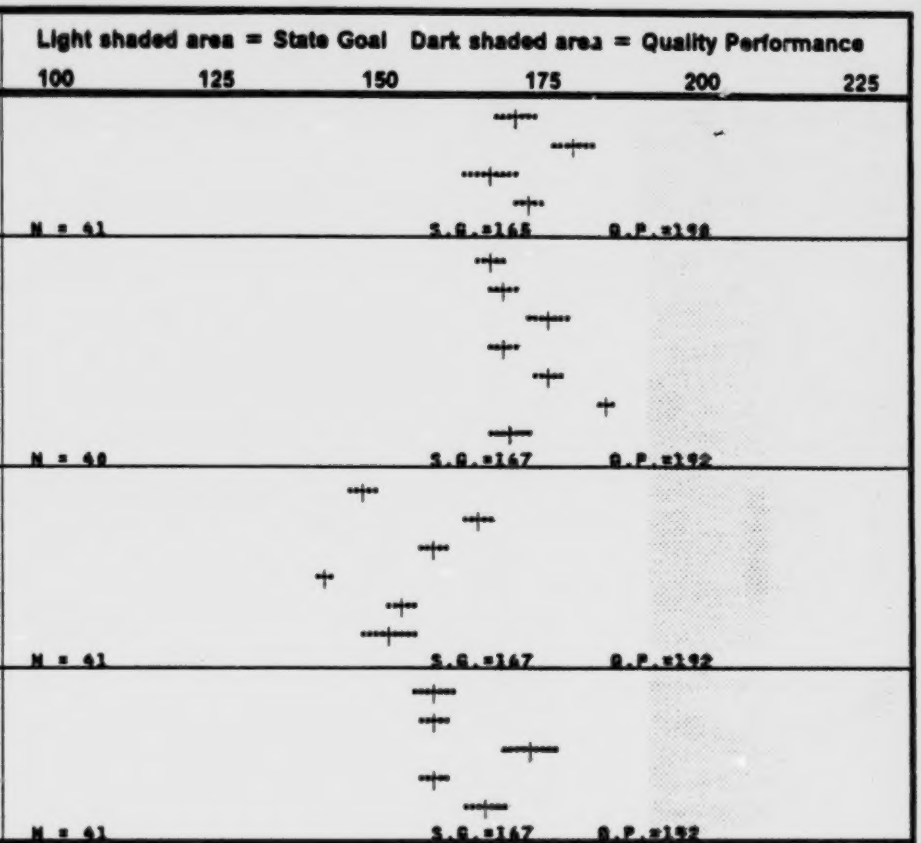
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: EAST LAKE ELEM
School Code: 2059

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±3
Literal Comp	180 ±3
Infer & Crit Comp	167 ±4
Reference & Study	173 ±2
MATHEMATICS	167 ±2
Numbers & Num Rel	169 ±2
Operations & Comp	176 ±3
Geometry	169 ±2
Measurement	176 ±2
Prob & Stat	185 ±1
PROBLEM SOLVING	170 ±3
SCIENCE *	147 ±2
Life Science	165 ±2
Earth Science	158 ±2
Physical Science	141 ±1
Process Skills	153 ±2
Env/Sci/Tech/Soc	151 ±4
SOCIAL STUDIES	158 ±3
Communities	158 ±2
Citizenship	173 ±4
American Heritage	158 ±2
Skills	166 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of
Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

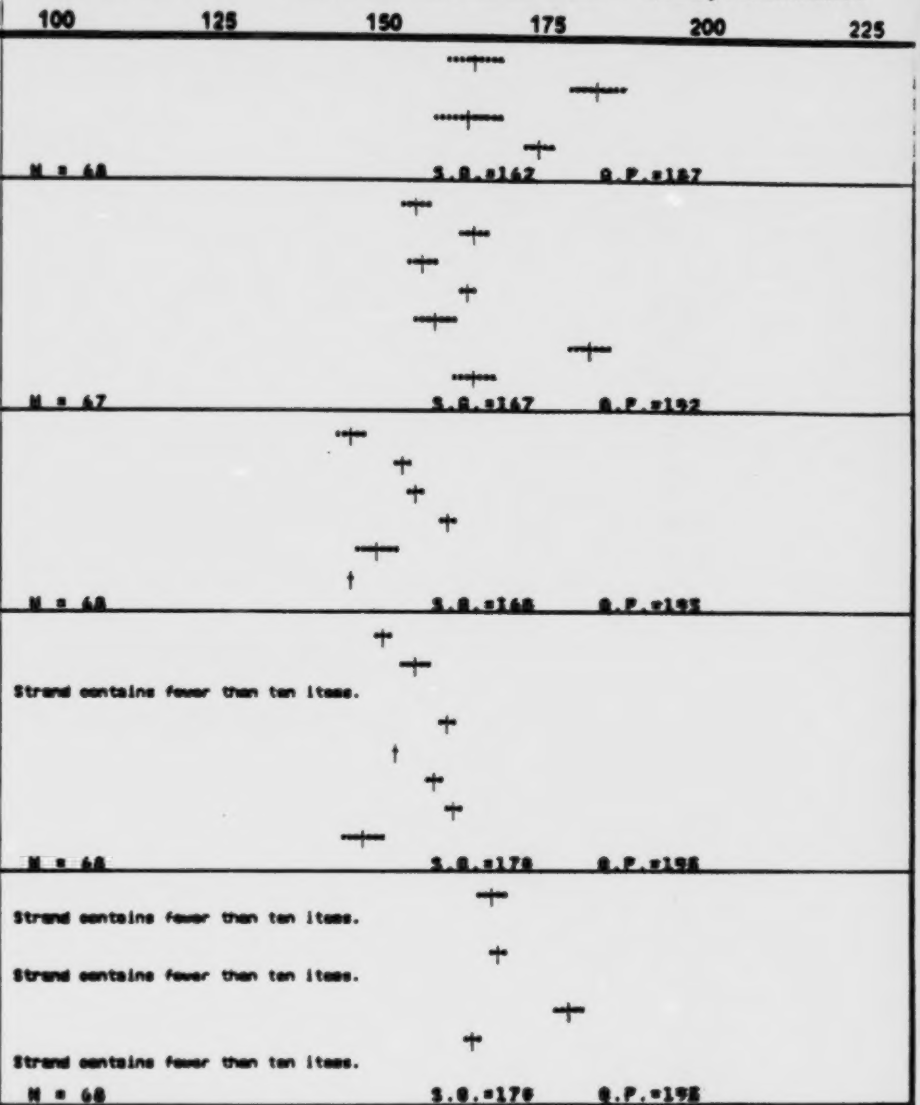
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: EAST LAKE ELEM
School Code: 2059

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	164 ±4	
Literal Comp	183 ±4	
Infer & Crit Comp	163 ±5	
Reference & Study	174 ±2	
		N = 68 S.G.=162 Q.P.=187
MATHEMATICS	155 ±2	
Numbers & Num Rel	164 ±2	
Operations & Comp	156 ±2	
Geometry	163 ±1	
Measurement	158 ±3	
Prob & Stat	182 ±3	
PROBLEM SOLVING	164 ±3	
		N = 67 S.G.=167 Q.P.=192
SCIENCE	145 ±2	
Life Science	153 ±1	
Earth Science	155 ±1	
Physical Science	160 ±1	
Process Skills	149 ±3	
Env/Sci/Tech/Soc	145 ±0	
		N = 68 S.G.=168 Q.P.=193
SOCIAL STUDIES	150 ±1	
Geog Regions	155 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	161 ±1	
Skills	147 ±3	
		N = 68 S.G.=170 Q.P.=195
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	179 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 68 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

ǂ = the school score
··· = the standard error (S.E.)

857

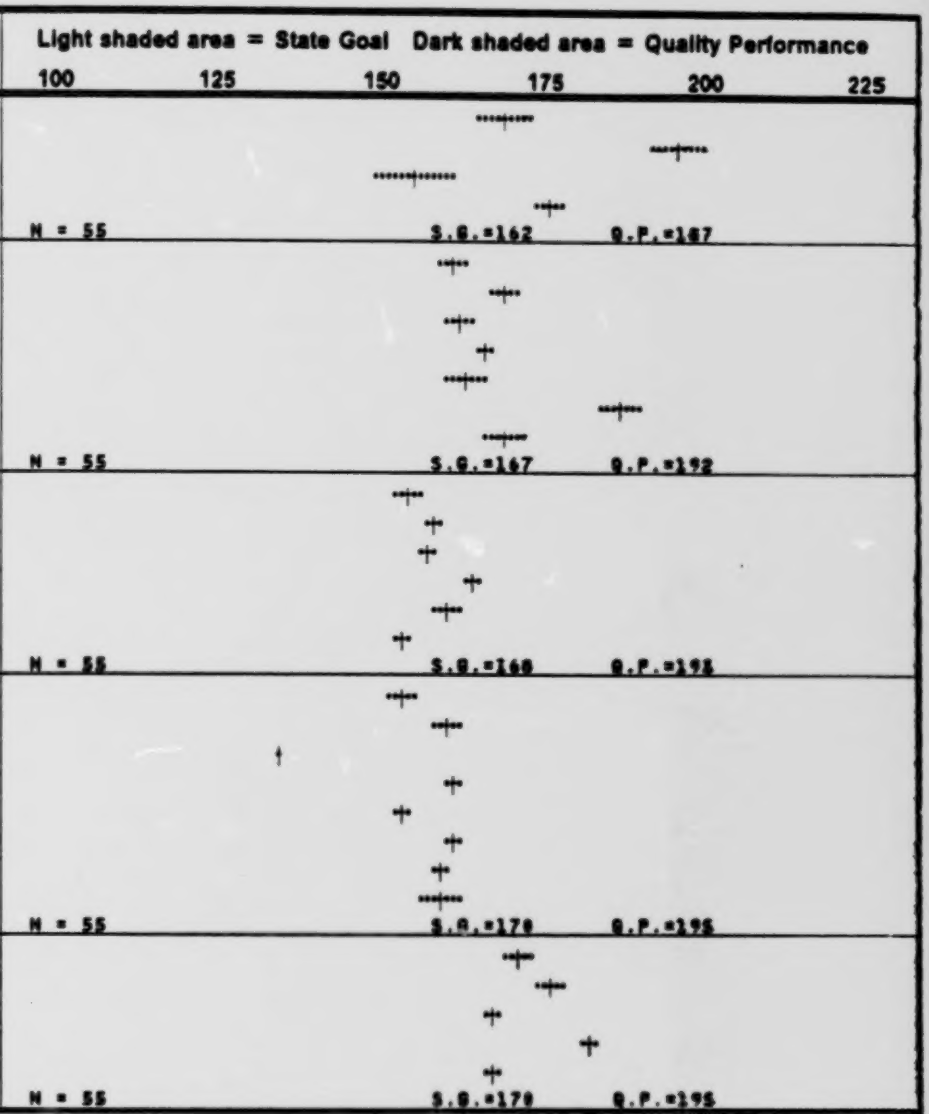
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: EAST LAKE ELEM
School Code: 2059

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	169 ±4	
Literal Comp	196 ±4	
Infer & Crit Comp	155 ±6	
Reference & Study	176 ±2	N = 55 S.G.=162 Q.P.=187
MATHEMATICS	161 ±2	
Numbers & Num Rel	169 ±2	
Operations & Comp	162 ±2	
Geometry	166 ±1	
Measurement	163 ±3	
Prob & Stat	187 ±3	
PROBLEM SOLVING	169 ±3	N = 55 S.G.=167 Q.P.=192
SCIENCE	154 ±2	
Life Science	158 ±1	
Earth Science	157 ±1	
Physical Science	164 ±1	
Process Skills	160 ±2	
Env/Sci/Tech/Soc	153 ±1	N = 55 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±2	
Geog Regions	160 ±2	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	161 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	159 ±1	
Skills	159 ±3	N = 55 S.G.=170 Q.P.=195
HEALTH	171 ±2	
Sfty/Prs/Mntl Hlth	176 ±2	
Nutrition	167 ±1	
Substance Abuse	182 ±1	
Growth, Dev & Fam	167 ±1	N = 55 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

558

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	57	71	57	66	67	
02	54	54	53	71	59	
03	41	89	72	93	61	
04	59	79	54	84	61	
05	56	91	58	64	91	
School Total	267	76	59	76	68	-8
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	57	94	74	82	89	
02	54	71	72	95	81	
03	41	77	66	79	61	
04	59	67	63	59	51	
05	56	75	75	58	93	
School Total	267	78	70	73	76	3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42273 EAST LAKE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	49	35	71	49	45	92
02	50	30	60	50	41	82
03	39	23	59	39	23	59
04	55	33	60	55	27	49
05	51	48	94	51	49	96
SCHOOL TOTAL	244	169	69	244	185	76
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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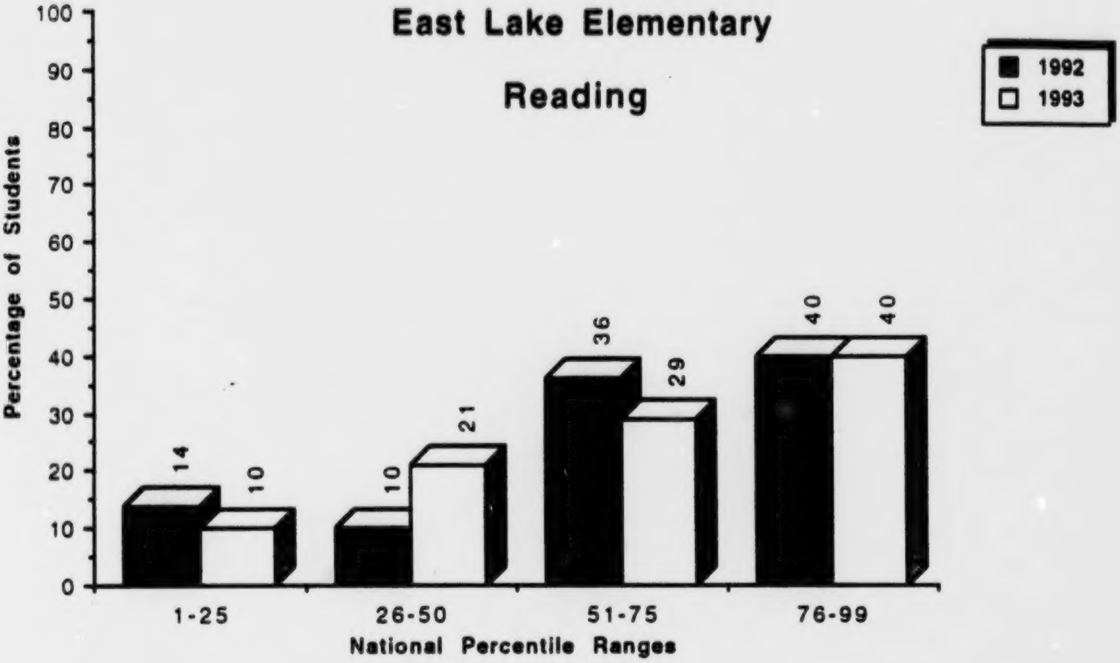
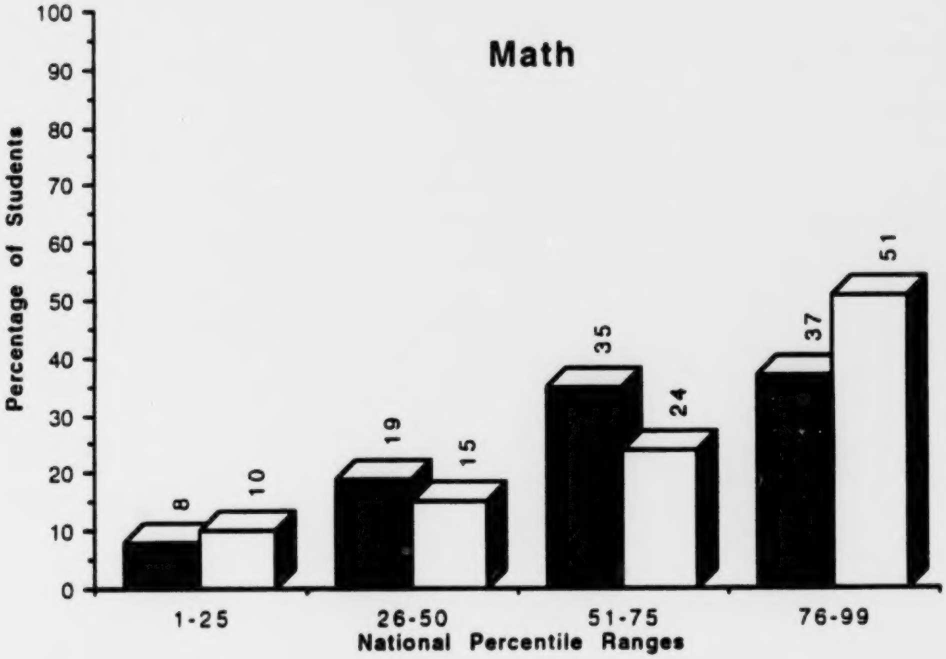
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

863

10/06/93 EAST LAKE ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	13	32	39	7	3	42	41	-1
03 Non SWP	6	32	43	11	1	38	32	-6
04 Non SWP	2	35	43	8	9	39	38	-1
05 Non SWP	11	37	48	11	23	42	58	16

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	13	32	39	7	3	42	41	-1
03	6	32	43	11	1	38	32	-6
04					7	39	40	1
05	9	38	57	19	13	42	60	18

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

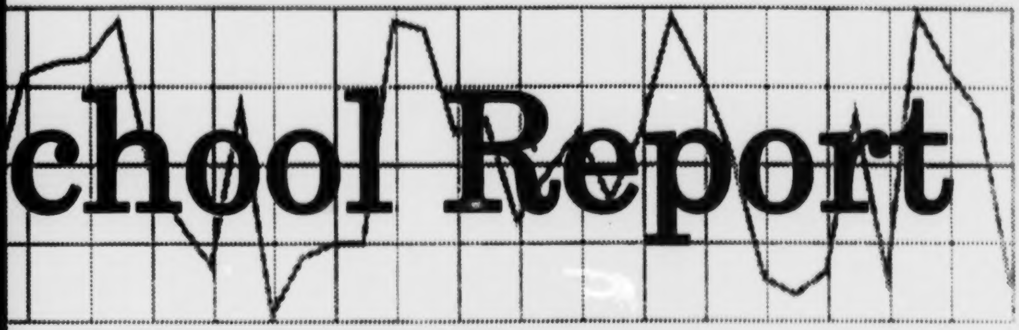
8/04/93 EAST LAKE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

		Promoted		Admin. Placed		Retained		Total
Grade		N	Percent	N	Percent	N	Percent	N
K	School	51	96			2	4	53
	System	5,184	95			294	5	5,478
01	School	45	82	1	2	9	16	55
	System	4,879	89	202	4	408	7	5,489
02	School	48	91	5	9			53
	System	4,527	91	257	5	185	4	4,969
03	School	37	93	3	8			40
	System	4,598	92	260	5	113	2	4,971
04	School	58	100					58
	System	4,608	94	227	5	82	2	4,917
05	School	54	98	1	2			55
	System	4,588	96	191	4	20		4,799
	School	293	93	10	3	11	4	314
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

FAIN
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

FAIN ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings

I. General Descriptive Characteristics
What critical school factors may have influenced student performance?
	• As the system moved toward a uniform K - 5 grade organization for elementary schools, Fain, along with a number of other K - 7 elementary schools, operated as a K - 5 school in 1992 - 93.
	• The classroom space vacated by the former sixth and seventh graders was readily occupied by an influx of new K - 5 students. The 1992-93 enrollment of 538 K - 5 students exceeded the K - 7 enrollment for the previous two years.
	• The staff-school factors as a K - 5 school were characterized as follows:
	  • Stable student enrollment of 81 percent
	  • Reduced student withdrawals and transfers during the year
	  • Average class-size of 23 students
	  • Low percentage of students served in Chapter I (15 percent) and Remedial Education (10 percent)
	  • Slightly less than one-half (47 percent) of the kindergarten students attended formal preschool programs.
	  • All, except two, first grade students attended a formal kindergarten programs.
	  • Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages.

Critical Questions	**Findings**
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, Bilingual, after-school tutorial and enrichment, computer-assisted basic skills instruction, and other local projects and services.
II. Performance-Based Assessment	The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 92 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (82 percent), Logical/Mathematical (78 percent), Physical (91 percent), Personal (89 percent), and Social (87 percent). A range of 77 to 90 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical. • Eighteen percent of the kindergarten students needed to develop emergent literacy, and 23 percent needed additional instruction for sorting sets of objects.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 92 students showed the following number of students in each stage of writing development: Pictographic Writer (4), Scribble Writer (2), Invented Word Writer (9), Copier (23), New Word Writer (19), Phrase/Sentence Writer (22), Simple Story Writer (9), Intermediate Story Writer (4), and Advanced Story Writer (0). • At the end of the year, students generally demonstrated skills as copiers, new word writers and phrase/sentence writers. Thirteen students were simple and intermediate story writers, whereas 15 students ended the year in the first three stages of writing development.

Critical Questions	Findings
II. Performance-Based Assessment (continued)	
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • For the fiction reading selection, grades 2 and 5 students improved their performance from Needs Improvement to the Adequate and Excellent categories. The performance for third and fourth grade students did not show stability, as the number and percentage of students in the Needs Improvement categories increased. (It should be noted that the report was for 69 of 99 third grade students and 58 of 72 fourth grade students who were matched for both pretest and posttest results). • The results for nonfiction were for 55 of 72 fourth graders and 68 of 84 fifth graders who had both pretest and posttest results. Fifth graders showed improved performance, whereas more fourth grade students ended the year in the Needs Improvement and Lower Adequate categories.

Critical Questions	**Findings**
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading, and Mathematics. One of the Science strands (Life Science) and two of the Social Studies strands (Citizenship and Skills) were at the State Goal performance level for both years.
B. Grade 5	• The school's 1992 and 1993 scores for Grade 5 met or exceeded the State Goal in the content areas of Language Arts/Reading and Health. One of the Language Arts strand (Literal Comprehension) was at the Quality Performance level; and the Health strand for Substance Abuse was at the State Goal level for both years. The Health strand for Safety/Personal Health/Mental Health was at the State Goal in 1993.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)**	
Were there changes in reading/mathematics achievement with respect to the following:	• As a K - 7 school in 1991 - 92, the percentages of students earning scores at or above the national norm were 46 for reading and 43 percent for mathematics.
A. Regular-program students?	• Total school performance on the ITBS for 1993 decreased from 46 to 23 pecent for reading and 43 to 26 percent for mathematics. Grade-level data for the pecentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 24 percent for Reading; 31 percent for Mathematics Grade 2 - 23 percent for Reading; 23 percent for Mathematics Grade 3 - 17 percent for Reading; 21 percent for Mathematics Grade 4 - 17 percent for Reading; 28 percent for Mathematics Grade 5 - 31 percent for Reading; 28 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Eighty-one percent of Fain's students remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). This stable group scored higher for reading and at the same level for mathematics when compared to the total group.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the loss of achievement gains from previous years. The lower percentile range (1-25) showed 18 percent more students scores for reading and 11 percent for mathematics; constituting a sizable group that would be eligible for Chapter I and remedial education.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Fain implemented the traditional Chapter I Program which showed achievement gains for reading and mathematics in grades 3 and 5, but a decrease in the average NCE scores for reading and mathematics in grades 2 and 4. • Systemwide, students in traditional Chapter I programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was third grade which showed a loss of one NCE point for mathematics.
B. Remedial Education Program (REP)	• REP students did not perform at the same level as previous, losing 2 to 17 NCE points in 1993. Systemwide, REP students showed achievement gains of 2 to 7 NCE points, with the exceptions of second grade which remained at the same level and third grade that showed a loss of 3 NCE points for mathematics.

Critical Questions	Findings
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were asessed in accordance with the system's Pupil Progression Policy. • A range of 78 to 91 percent of the kindergarten students demonstrated overall capabilities for the five developmental areas on the GKAP, and 85 percent were promoted. Fifteen percent were retained. • The Progression Status Report for 1992 - 93 showed that 88 percent of Fain's students were promoted, 3 percent were administratively placed, and 9 percent were retained. The highest rate of retention occurred in first, kindergarten and second grade, followed by fourth and third grade. • Systemwide, 93 percent of the students were promoted, 4 percent were administratively placed, and 4 percent were retained. Systemwide retention occurred most often in kindergarten, first and fourth grade.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
FAIN ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	503	516	538	22	4.3	35	7.0
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	438	81	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	100	19	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	263	49	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	64	12	3873	12
MOBILITY INDEX	.51		.38	
3. PUPIL-TEACHER RATIO	23.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	4	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	83	15	15734	50
CHAPTER I MATH	65	12	14903	47
REP READING	55	10	4384	14
REP MATH	44	8	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	42	8	2028	6
BILINGUAL	4	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	1	291	5
K-GARTEN - HEAD START	3	3	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	40	43	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	50	53	2391	45
FIRST GRADE - APS K-GARTEN	93	87	4862	90
FIRST GRADE - NON-APS K-GARTEN	12	11	481	9
FIRST GRADE - NO K-GARTEN	2	2	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	94.6	94.4
1991-92	94.0	94.1
1992-93	94.0	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	96.2	97.2
1991-92	97.4	97.4
1992-93	97.3	97.4

Fain Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	82	93	92
II. Logical-Mathematical	78	93	93
III. Physical	91	97	96
IV. Personal	89	94	92
V. Social	87	94	93
Total Number Reported	92	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	80	93	92
B. Processes Auditory Information	90	92	92
C. Communicates Orally	87	91	92
D. Demonstrates Emergent Literacy	82	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	77	90	91
B. Makes Comparisons	83	91	91
C. Knows Numbers 1 to 10	85	93	93
D. Extends Patterns	84	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

*Skills Assessed with Structured Assessment Activities.

7/21/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
FAIN ELEMENTARY SCHOOL 41287

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	4	4.3
STAGE 2: SCRIBBLE WRITER	2	2.2
STAGE 3: INVENTED WORD WRITER	9	9.8
STAGE 4: COPIER	23	25.0
STAGE 5: NEW WORD WRITER	19	20.7
STAGE 6: PHRASE/SENTENCE WRITER	22	23.9
STAGE 7: SIMPLE STORY WRITER	9	9.8
STAGE 8: INTERMEDIATE STORY WRITER	4	4.3
TOTAL NUMBER	92	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: FAIN ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	2	3	8	12	14	21	14	21	29	43	67
POSTTEST LEVEL 2	5	7	5	7	16	24	20	30	21	31	67
DIFFERENCE LEVEL 2	3	4	-3	-5	2	3	6	9	-8	-12	
PRETEST LEVEL 3	9	13	10	14	18	26	16	23	16	23	69
POSTTEST LEVEL 3	10	14	14	20	8	12	13	19	24	35	69
DIFFERENCE LEVEL 3	1	1	4	6	-10	-14	-3	-4	8	12	
PRETEST LEVEL 4	5	9	4	7	13	22	10	17	26	45	58
POSTTEST LEVEL 4	2	3	4	7	7	12	11	19	34	59	58
DIFFERENCE LEVEL 4	-3	-6	0	0	-6	-10	1	2	8	14	
PRETEST LEVEL 5	2	3	18	25	19	27	15	21	17	24	71
POSTTEST LEVEL 5	7	10	17	24	21	30	15	21	11	15	71
DIFFERENCE LEVEL 5	5	7	-1	-1	2	3	0	0	-6	-9	
	18	7	40	15	64	24	55	21	88	33	265
	24	9	40	15	52	20	59	22	90	34	265
	6	2	0	0	-12	-4	4	1	2	1	

---

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: FAIN ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	3	5	12	22	11	20	10	18	19	35	55
POSTTEST	LEVEL	4	0	0	2	4	4	7	12	22	37	67	55
DIFFERENCE	LEVEL	4	-3	-5	-10	-18	-7	-13	2	4	18	32	
PRETEST	LEVEL	5	2	3	13	19	6	9	20	29	27	40	68
POSTTEST	LEVEL	5	10	15	21	31	18	26	7	10	12	18	68
DIFFERENCE	LEVEL	5	8	12	8	12	12	17	-13	-19	-15	-22	
			5	4	25	20	17	14	30	24	46	37	123
			10	8	23	19	22	18	19	15	49	40	123
			5	4	-2	-1	5	4	-11	-9	3	3	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

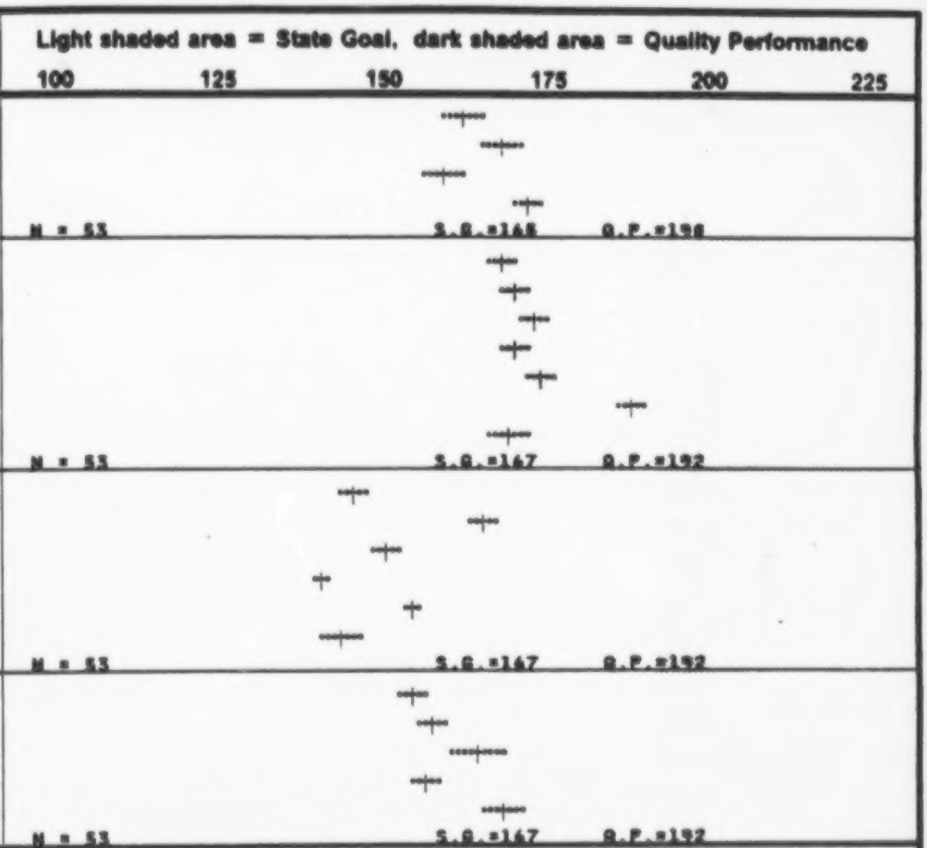
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: FAIN ELEM
School Code: 3059

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	162 ±3
Literal Comp	168 ±3
Infer & Crit Comp	159 ±3
Reference & Study	172 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	170 ±2
Operations & Comp	173 ±2
Geometry	170 ±2
Measurement	174 ±2
Prob & Stat	188 ±2
PROBLEM SOLVING	169 ±3
SCIENCE	145 ±2
Life Science	165 ±2
Earth Science	150 ±2
Physical Science	140 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	143 ±3
SOCIAL STUDIES	154 ±2
Communities	157 ±2
Citizenship	164 ±4
American Heritage	156 ±2
Skills	168 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

904

† = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

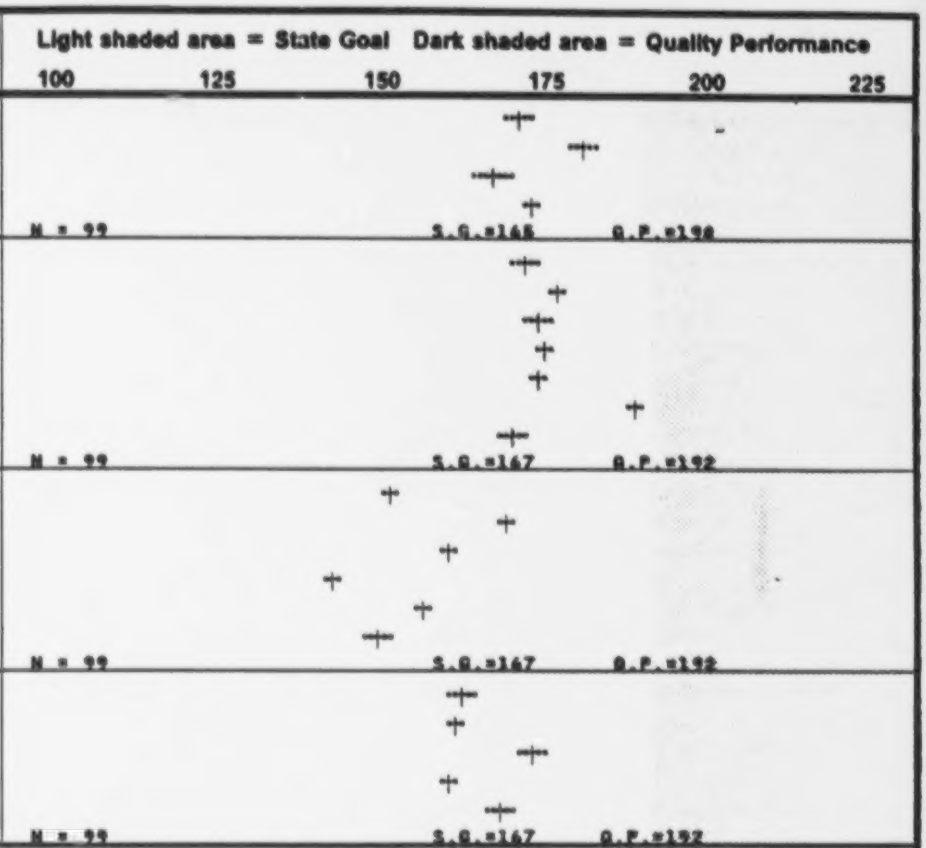
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: FAIN ELEM
School Code: 3059

GRADE 3

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±2
Literal Comp	181 ±2
Infer & Crit Comp	167 ±3
Reference & Study	173 ±1
MATHEMATICS	172 ±2
Numbers & Num Rel	177 ±1
Operations & Comp	174 ±2
Geometry	175 ±1
Measurement	174 ±1
Prob & Stat	189 ±1
PROBLEM SOLVING	170 ±2
SCIENCE *	151 ±1
Life Science	169 ±1
Earth Science	160 ±1
Physical Science	142 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	149 ±2
SOCIAL STUDIES	162 ±2
Communities	161 ±1
Citizenship	173 ±2
American Heritage	160 ±1
Skills	168 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

905

CC3

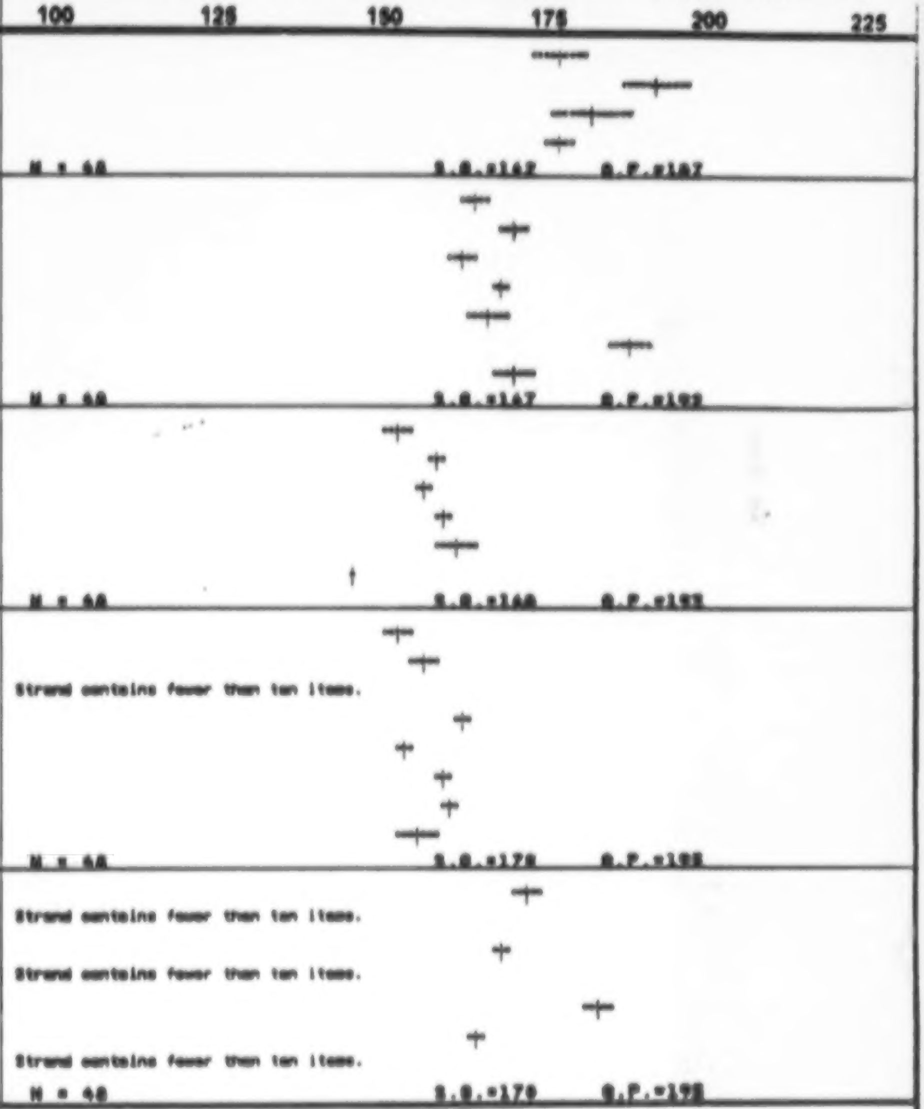
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FAIN ELEM
School Code: 3059

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	177 ±4	
Literal Comp	192 ±5	
Infer & Crit Comp	182 ±6	
Reference & Study	177 ±2	
MATHEMATICS	164 ±2	
Numbers & Num Rel	170 ±2	
Operations & Comp	162 ±2	
Geometry	168 ±1	
Measurement	166 ±3	
Prob & Stat	188 ±3	
PROBLEM SOLVING	170 ±3	
SCIENCE	152 ±2	
Life Science	158 ±1	
Earth Science	156 ±1	
Physical Science	159 ±1	
Process Skills	161 ±3	
Env/Sci/Tech/Soc	145 ±0	
SOCIAL STUDIES	152 ±2	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	160 ±1	
Skills	155 ±3	
HEALTH	172 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

906

┼ = the school score
‒‒‒ = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

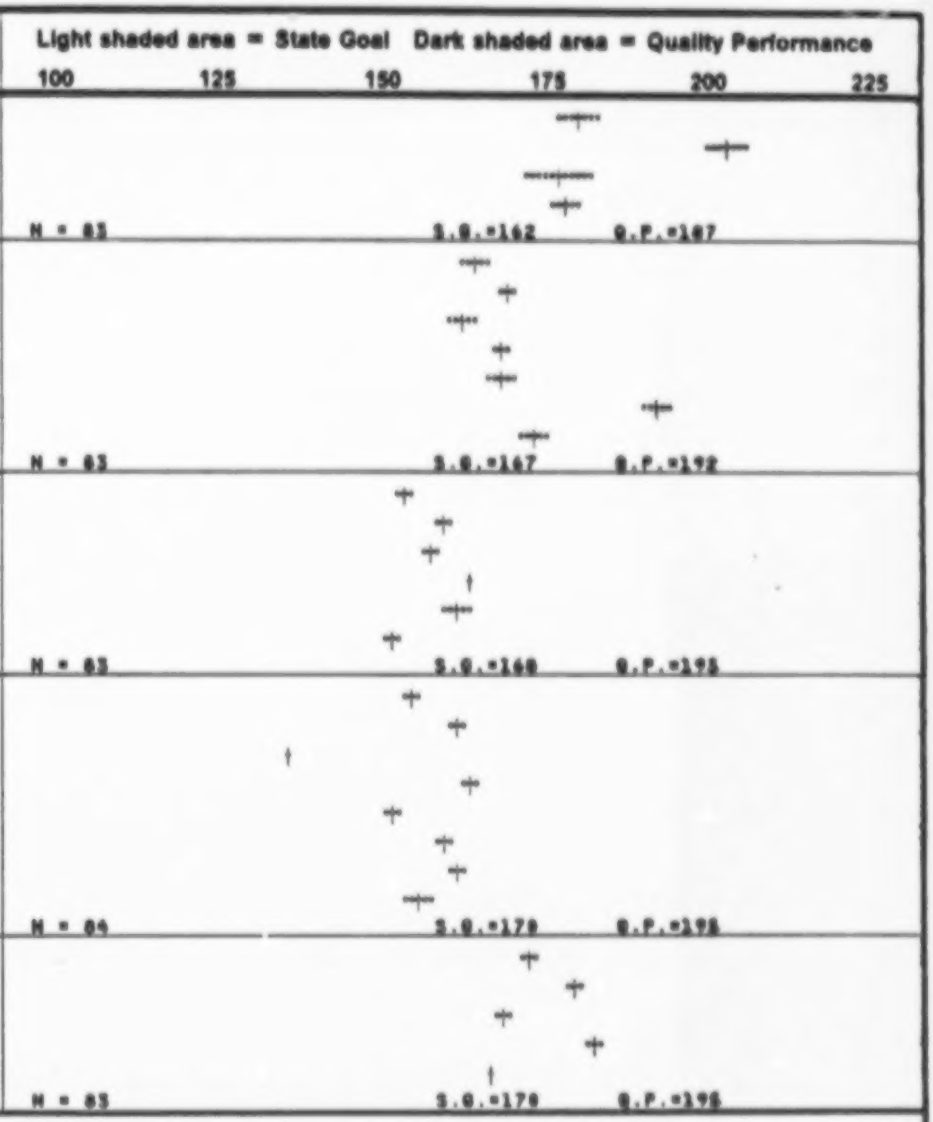
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FAIN ELEM
School Code: 3059

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	180 ±3
Literal Comp	203 ±3
Infer & Crit Comp	177 ±5
Reference & Study	178 ±2
MATHEMATICS	164 ±2
Numbers & Num Rel	169 ±1
Operations & Comp	162 ±2
Geometry	168 ±1
Measurement	168 ±2
Prob & Stat	192 ±2
PROBLEM SOLVING	173 ±2
SCIENCE	153 ±1
Life Science	159 ±1
Earth Science	157 ±1
Physical Science	163 ±0
Process Skills	161 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	154 ±1
Geog Regions	161 ±1
Canada Hist/Geog	135 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	161 ±1
Skills	155 ±2
HEALTH	172 ±1
Sfty/Prs/Mntl Hlth	179 ±1
Nutrition	168 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

907

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	110	41	56	47	24	
02	82	55	38	49	23	
03	98	70	47	38	20	
04	69	17	17	46	17	
05	81	48	40	30	31	
06		35	31	62		
07		42	43	47		
School Total	440	44	41	46	23	-23
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	110	78	59	51	31	
02	82	83	40	54	23	
03	98	57	35	28	21	
04	69	27	35	52	28	
05	83	63	42	30	28	
06		50	43	27		
07		47	49	45		
School Total	442	59	45	43	26	-17
Elem 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

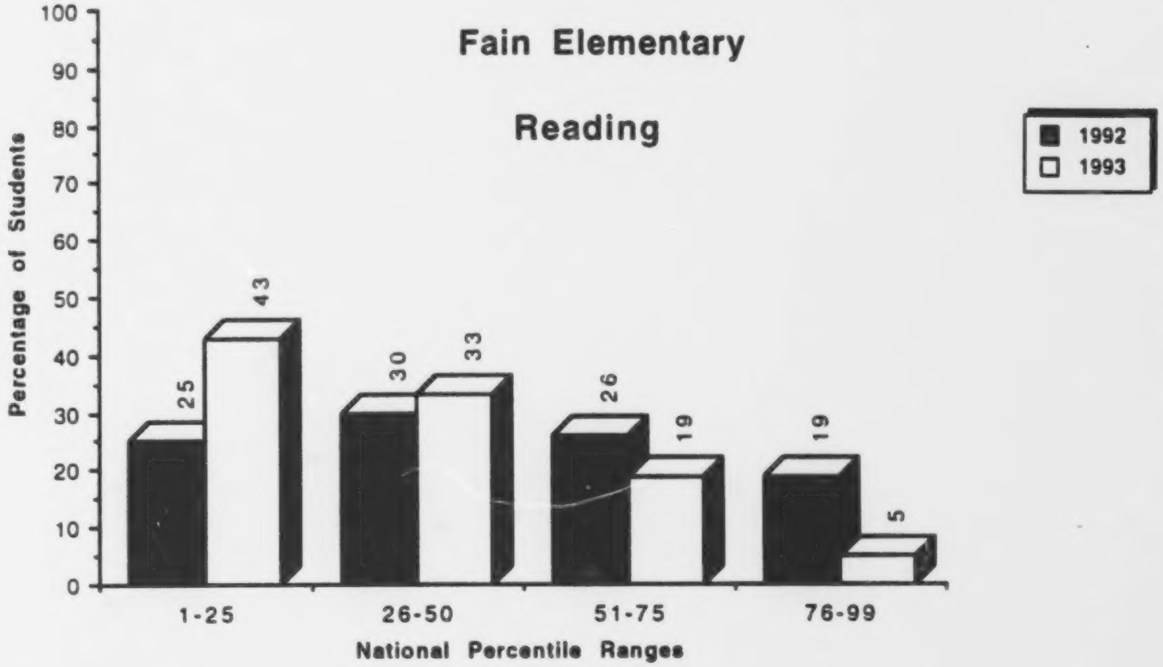
SCHOOL: 41287 FAIN ELEMENTARY SCHOOL

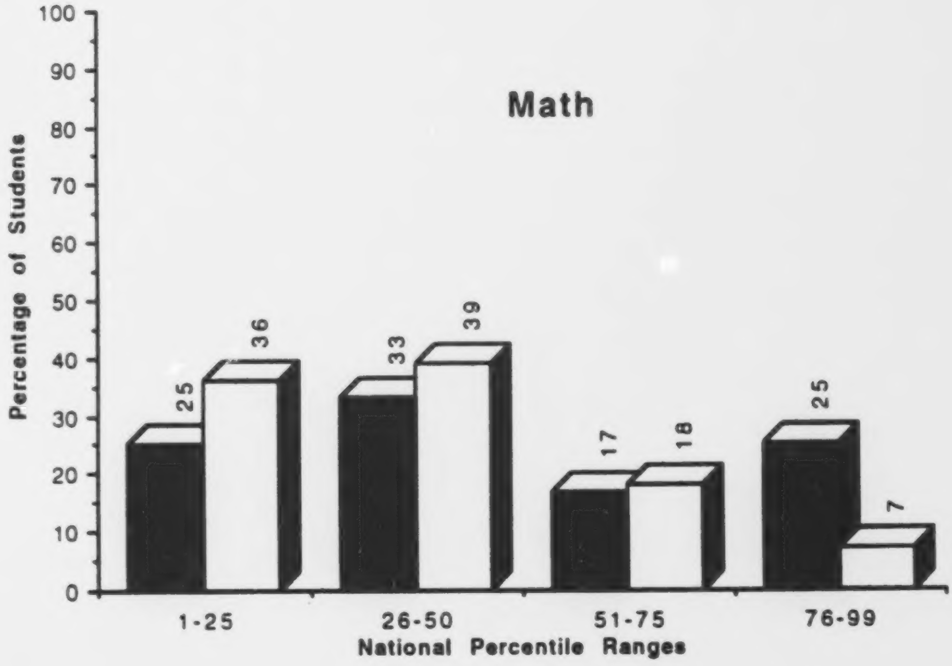
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	90	25	28	90	27	30
02	72	18	25	72	19	26
03	82	19	23	82	19	23
04	57	11	19	57	15	26
05	62	17	27	62	16	26
SCHOOL TOTAL	363	90	25	363	96	26
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

10/06/93 FAIN ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	12	24	20	-4	24	33	27	-6
03 Non SWP	32	32	36	4	14	31	33	2
04 Non SWP	25	33	30	-3	12	31	27	-4
05 Non SWP	16	39	41	2	18	34	37	3

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 FAIN ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	19	42	28	-14	8	44	27	-17
03	14	40	35	-5	15	37	34	-3
04	6	45	43	-2	11	41	36	-5
05	16	45	39	-6	11	43	37	-6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

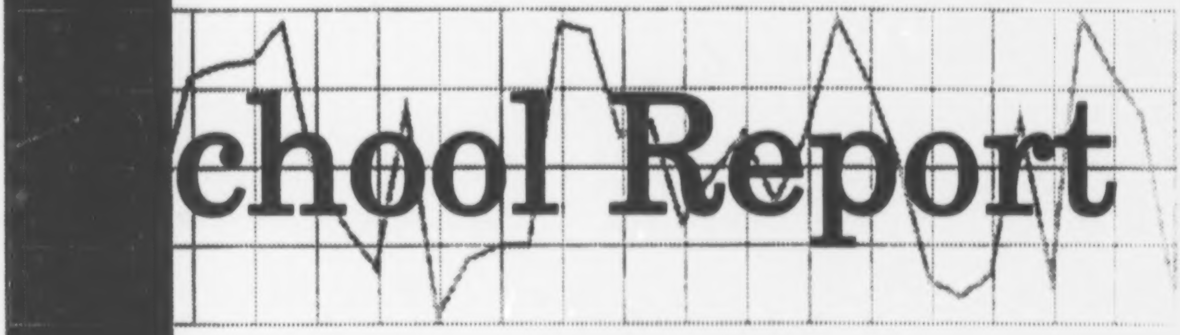
8/04/93 FAIN ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	80	85			14	15	94
	System	5,184	95			294	5	5,478
01	School	86	81			20	19	106
	System	4,879	89	202	4	408	7	5,489
02	School	67	81	7	8	9	11	83
	System	4,527	91	257	5	185	4	4,969
03	School	95	96	3	3	1	1	99
	System	4,598	92	260	5	113	2	4,971
04	School	67	93	1	1	4	6	72
	System	4,608	94	227	5	82	2	4,917
05	School	79	94	5	6			84
	System	4,588	96	191	4	20		4,799
	School	474	88	16	3	48	9	538
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

FICKETT
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

FICKETT ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• The 1992-93 enrollment of 436 students represents an increase of 7.4 which is contrary to the decline of 6.8 for systemwide elementary schools. • One-third of the students were new to the school. Twenty two percent transferred from external school districts, while 13 percent transferred from APS schools. The relatively low mobility rate may have had a positive affect in establishing the high active role attendance finding for the school. • Students' average attendance percentages continued to increase and exceeded system averages by 2.6 percent. Certified staff attendance was comparable to system's staff attendance. • Eighty-one percent of the kindergarteners entered Fickett with more than 6 months of previous enrollment. All first grade students, however, had APS or community kindergarten enrollment before entering the first grade. • Programs for instructional support included Chapter I, Remedial Education Program, Foreign Language in Elementary Schools, Full Potential and an after-school program.

Critical Questions	**Findings**
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The results of GKAP key capabilities scores indicate that some students need attention in the area -- communicating orally. Otherwise, the school's pupils performance exceeded APS system and Georgia State pupils' ratings.
B. What was the ending performance of kindergarten students in writing?	• The ending performance levels for the majority of kindergarten students (68 percent) in writing were at the writing Stage 8: "Intermediate Story Writers", (43.5 percent) and Stage 9: "Advanced Story Writers" (24.6 percent). Less than five percent ended the year at or below Stage 5: "New Word Writers".
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Posttest results for the fiction selections of The Periodic Reading Survey were higher than pretest results. Increased percentages of students in grades 2 through 5 scored in the highest two categories -- "excellent" and "upper adequate" on the posttest. Fourth and fifth graders posttest results on nonfiction selections also resulted in improved scores. The lowest categories --"needs improvement" and "lower adequate" showed very large improvement changes.

Critical Questions	**Findings**
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) **Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The third graders' scores met or exceeded state goal in the areas of Language Arts: Reading, Mathematics and Social Studies for two consecutive school years. Each of the corresponding content area's strands met or exceeded required state goal criterion. However, the school's scores did not indicate quality peformance in any content area during the same two year period.
B. Grade 5	• At the fifth grade level, state goal was reached or exceeded in the content areas of Language Arts: Reading, Mathematics and Health during the 1991-92 and 1992-93 school years. In addition, the scores indicate quality peformance in the content area of Language Arts: Reading for two consecutive school years.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The ITBS reading scores of "regular students" changed by an overall minus two percentage points. Largest decrease occurred at the third and fifth grade level. The mathematics ITBS overall test results show overall increases. There were increased percentages of students performing at N.P. levels at each grade. (Note: "Regular program students" include both pupils who attended the school for seven or more and less than seven attendance periods in 1992-93).

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)** (continued) Were there changes in reading/mathematics achievement with respect to the following:	
B. Students who attended the school for seven or more attendance periods?	• In reading and mathematics, the students who attended the school seven or more attendance periods achieved higher N.P. levels than the "regular students".
C. The percentage of students scoring within each quadrant?	• In reading, for the most part, a smaller percentage of students scored in the bottom quadrant in 1993 than in 1992, and a smaller percent attained scores in the top quadrant. In mathematics increases occurred in the middle two quadrants in 1993 compared to 1992. The decline at the bottom quadrant represents positive growth, however, the three percent decline in the 76-99 quadrant indicates a negative shift.
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Fickett school's staff conducted non-schoolwide Chapter I programs. Only fifth grade pupils enrolled in mathematics. Fifth grade pupils' NCE gains were almost three times greater than system pupils'. In reading, the NCE gains exceeded systemwide findings. An exception to this trend occurred at the fourth grade for Fickett Chapter I pupils where there was a decline.
B. Remedial Education Program (REP)	• The REP gains of the school's pupils exceeded systemwide NCE gains in reading and mathematics. In mathematics, at the school's fourth grade level, however, there was a decline of a one NCE gain in mathematics.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	- None of Fickett's pupils were retained, while three percent of the systemwide pupils were retained.

EGL:sm - SR #29
Department of Research and Evaluation
October 25, 1993

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	1	291	5
K-GARTEN - HEAD START	5	6	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	57	74	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	14	18	2391	45
FIRST GRADE - APS K-GARTEN	64	79	4862	90
FIRST GRADE - NON-APS K-GARTEN	17	21	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		96.1		94.4
1991-92		96.4		94.1
1992-93		96.8		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		95.2		97.2
1991-92		97.6		97.4
1992-93		97.6		97.4

08/06/93
FICKETT ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	444	406	436	30	7.4	-8	-1.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-8.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	410	94	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	26	6	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	97	22	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	55	13	3873	12
MOBILITY INDEX	.15		.38	
3. PUPIL-TEACHER RATIO	22.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	47	11	15734	50
CHAPTER I MATH	24	6	14903	47
REP READING	35	8	4384	14
REP MATH	36	8	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	70	16	1539	5
FULL POTENTIAL	436	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	160	37	2028	6

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

Fickett Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	94	93	92
II. Logical-Mathematical	97	93	93
III. Physical	99	97	96
IV. Personal	100	94	92
V. Social	100	94	93
Total Number Reported	70	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	99	93	92
B. Processes Auditory Information	93	92	92
C. Communicates Orally	89	91	92
D. Demonstrates Emergent Literacy	96	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	90	91
B. Makes Comparisons	94	91	91
C. Knows Numbers 1 to 10	99	93	93
D. Extends Patterns	97	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
FICKETT ELEMENTARY SCHOOL 41294

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	1	1.4
STAGE 4: COPIER	2	2.9
STAGE 5: NEW WORD WRITER	1	1.4
STAGE 6: PHRASE/SENTENCE WRITER	8	11.6
STAGE 7: SIMPLE STORY WRITER	10	14.5
STAGE 8: INTERMEDIATE STORY WRITER	30	43.5
STAGE 9: ADVANCED STORY WRITER	17	24.6
TOTAL NUMBER	69	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: FICKETT ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	6	9	22	32	10	14	7	10	24	35	69
POSTTEST LEVEL 2	14	20	30	43	16	23	5	7	4	6	69
DIFFERENCE LEVEL 2	8	11	8	11	6	9	-2	-3	-20	-29	
PRETEST LEVEL 3	11	19	14	24	10	17	12	21	11	19	58
POSTTEST LEVEL 3	19	33	25	43	9	16	1	2	4	7	58
DIFFERENCE LEVEL 3	8	14	11	19	-1	-1	-11	-19	-7	-12	
PRETEST LEVEL 4	7	10	26	36	13	18	6	8	21	29	73
POSTTEST LEVEL 4	23	32	31	42	17	23	2	3	0	0	73
DIFFERENCE LEVEL 4	16	22	5	6	4	5	-4	-5	-21	-29	
PRETEST LEVEL 5	8	12	22	33	14	21	13	20	9	14	66
POSTTEST LEVEL 5	33	50	17	26	14	21	1	2	1	2	66
DIFFERENCE LEVEL 5	25	38	-5	-7	0	0	-12	-18	-8	-12	
	32	12	84	32	47	18	38	14	65	24	266
	89	33	103	39	56	21	9	3	9	3	266
	57	21	19	7	9	3	-29	-11	-56	-21	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

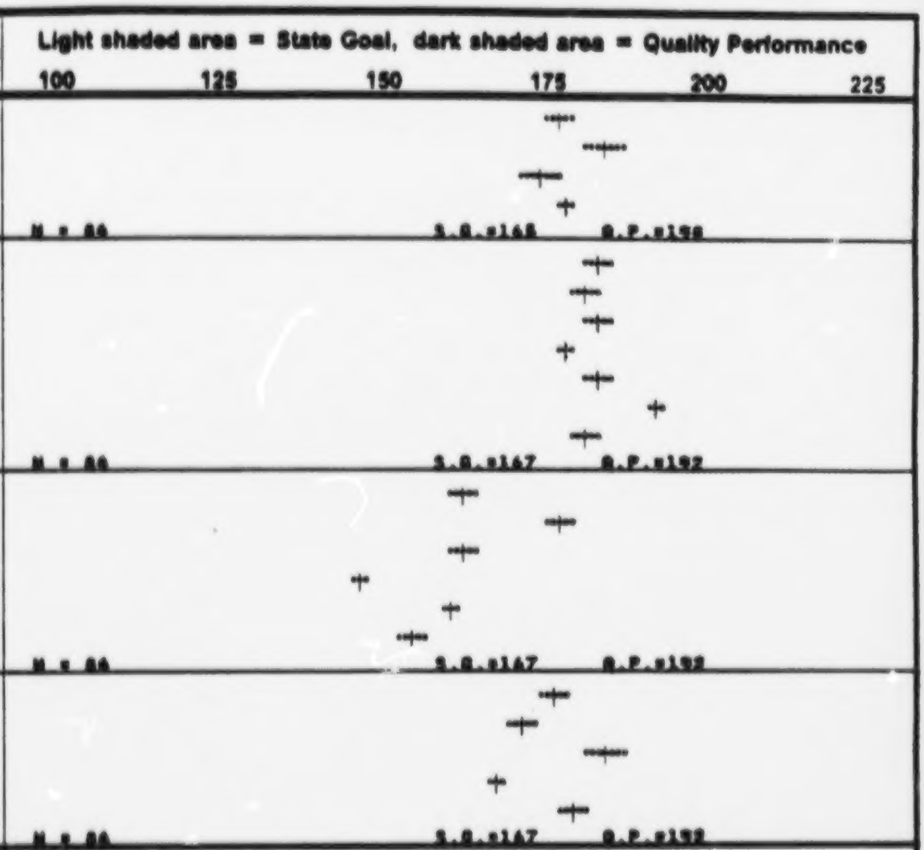
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: FICKETT ELEM
School Code: 3559

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	177 ±2
Literal Comp	184 ±3
Infer & Crit Comp	174 ±3
Reference & Study	178 ±1
MATHEMATICS	183 ±2
Numbers & Num Rel	181 ±2
Operations & Comp	183 ±2
Geometry	178 ±1
Measurement	183 ±2
Prob & Stat	192 ±1
PROBLEM SOLVING	181 ±2
SCIENCE	162 ±2
Life Science	177 ±2
Earth Science	162 ±2
Physical Science	146 ±1
Process Skills	160 ±1
Env/Sci/Tech/Soc	154 ±2
SOCIAL STUDIES	176 ±2
Communities	171 ±2
Citizenship	184 ±3
American Heritage	167 ±1
Skills	179 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

ǂ = the school score
••• = the standard error (S.E.)

947

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: FICKETT ELEMENTARY SCHOOL

			ADEQUATE									
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	4	5	25	34	18	24	12	16	15	20	74
POSTTEST LEVEL 4	13	18	37	50	16	22	5	7	3	4	74
DIFFERENCE LEVEL 4	9	13	12	16	-2	-2	-7	-9	-12	-16	
PRETEST LEVEL 5	5	8	24	37	21	32	13	20	2	3	65
POSTTEST LEVEL 5	31	48	23	35	9	14	2	3	0	0	65
DIFFERENCE LEVEL 5	26	40	-1	-2	-12	-18	-11	-17	-2	-3	
	9	6	49	35	39	28	25	18	17	12	139
	44	32	60	43	25	18	7	5	3	2	139
	35	26	11	8	-14	-10	-18	-13	-14	-10	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

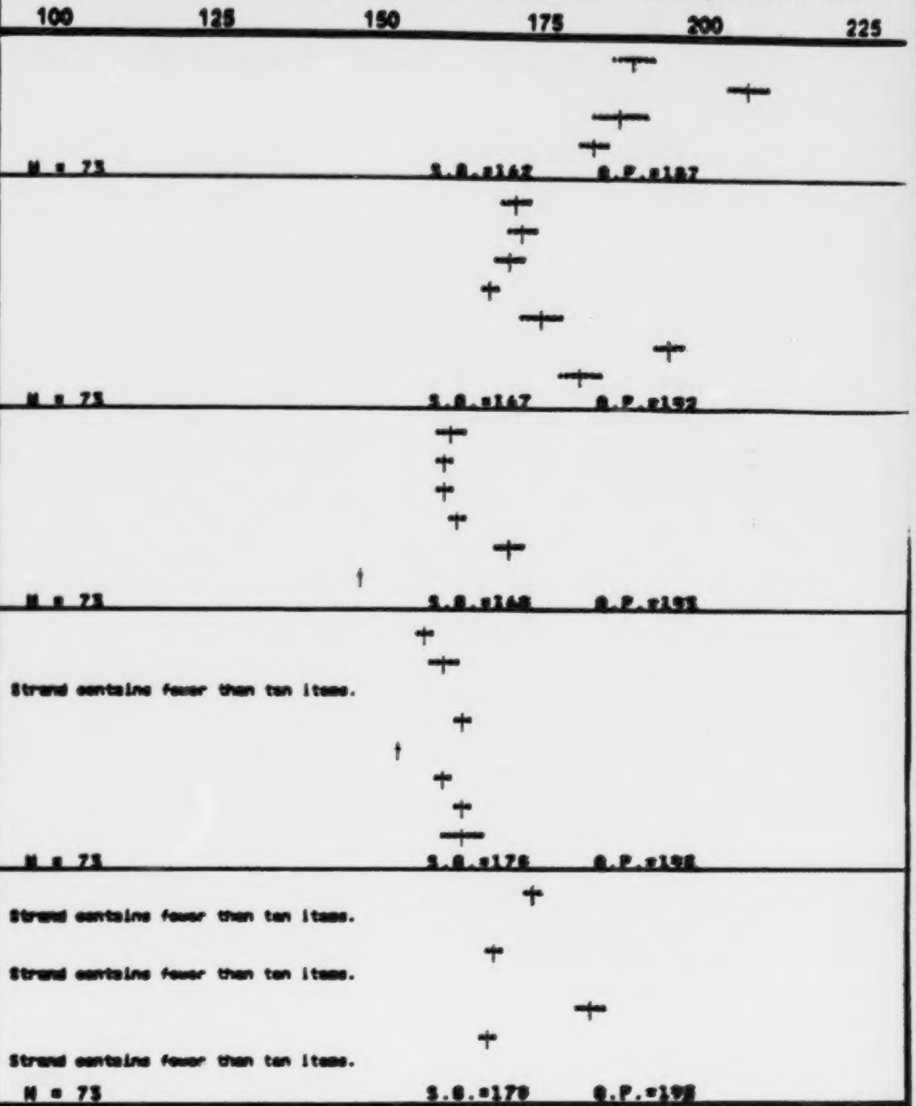
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FICKETT ELEM
School Code: 3559

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	189 ±3	
Literal Comp	207 ±3	
Infer & Crit Comp	187 ±4	
Reference & Study	183 ±2	
		N = 73 S.G.=162 Q.P.=187
MATHEMATICS	171 ±2	
Numbers & Num Rel	172 ±2	
Operations & Comp	170 ±2	
Geometry	167 ±1	
Measurement	175 ±3	
Prob & Stat	195 ±2	
PROBLEM SOLVING	181 ±3	
		N = 73 S.G.=167 Q.P.=192
SCIENCE	161 ±2	
Life Science	160 ±1	
Earth Science	160 ±1	
Physical Science	162 ±1	
Process Skills	170 ±2	
Env/Sci/Tech/Soc	147 ±0	
		N = 73 S.G.=168 Q.P.=193
SOCIAL STUDIES	157 ±1	
Geog Regions	160 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	163 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	163 ±1	
Skills	163 ±3	
		N = 73 S.G.=176 Q.P.=198
HEALTH	174 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 73 S.G.=179 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

┼ = the school score
--- = the standard error (S.E.)

950

GEORGIA CURRICULUM BASED ASSESSMENT

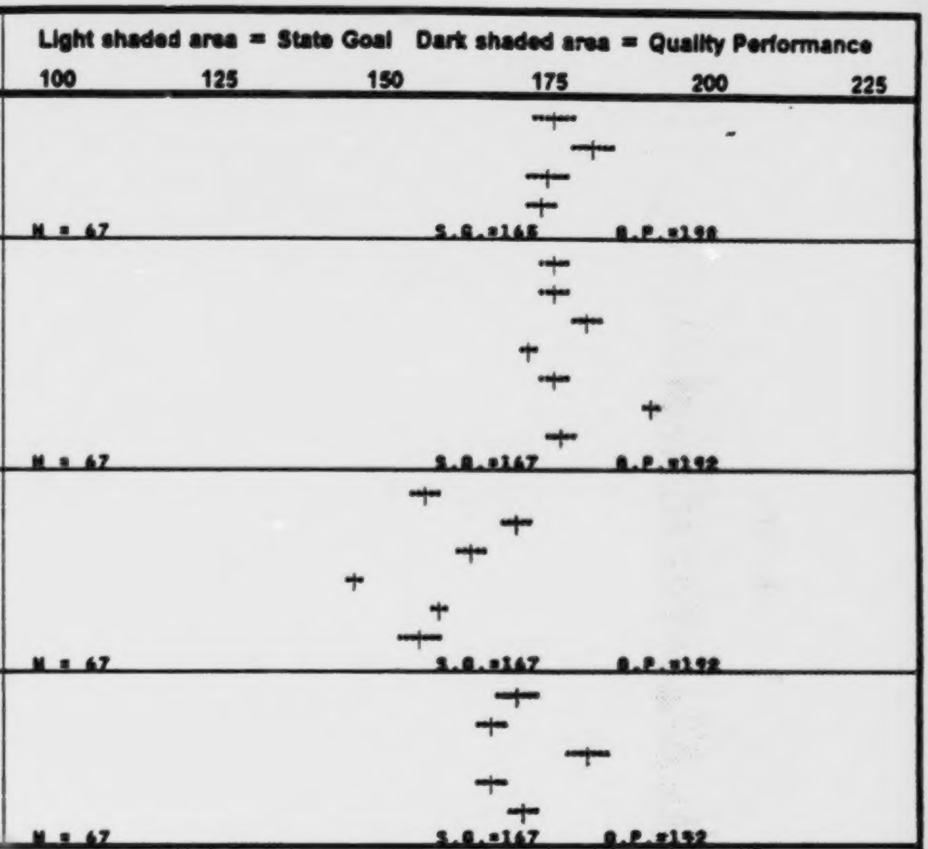
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: FICKETT ELEM
School Code: 3559

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	176 ±3
Literal Comp	182 ±3
Infer & Crit Comp	175 ±3
Reference & Study	174 ±2
MATHEMATICS	176 ±2
Numbers & Num Rel	176 ±2
Operations & Comp	181 ±2
Geometry	172 ±1
Measurement	176 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	177 ±2
SCIENCE *	156 ±2
Life Science	170 ±2
Earth Science	163 ±2
Physical Science	145 ±1
Process Skills	158 ±1
Env/Sci/Tech/Soc	155 ±3
SOCIAL STUDIES	170 ±3
Communities	166 ±2
Citizenship	181 ±3
American Heritage	166 ±2
Skills	171 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

951

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 FICKETT ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	79	81	85	67	70	
02	72	78	51	64	65	
03	67	62	43	52	43	
04	77	71	69	46	58	
05	72	86	55	66	47	
School Total	367	74	60	59	57	-2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	79	94	65	70	77	
02	72	79	84	67	67	
03	67	70	60	65	52	
04	77	61	63	50	62	
05	72	75	65	59	61	
School Total	367	76	68	62	64	2
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

GEORGIA CURRICULUM BASED ASSESSMENT

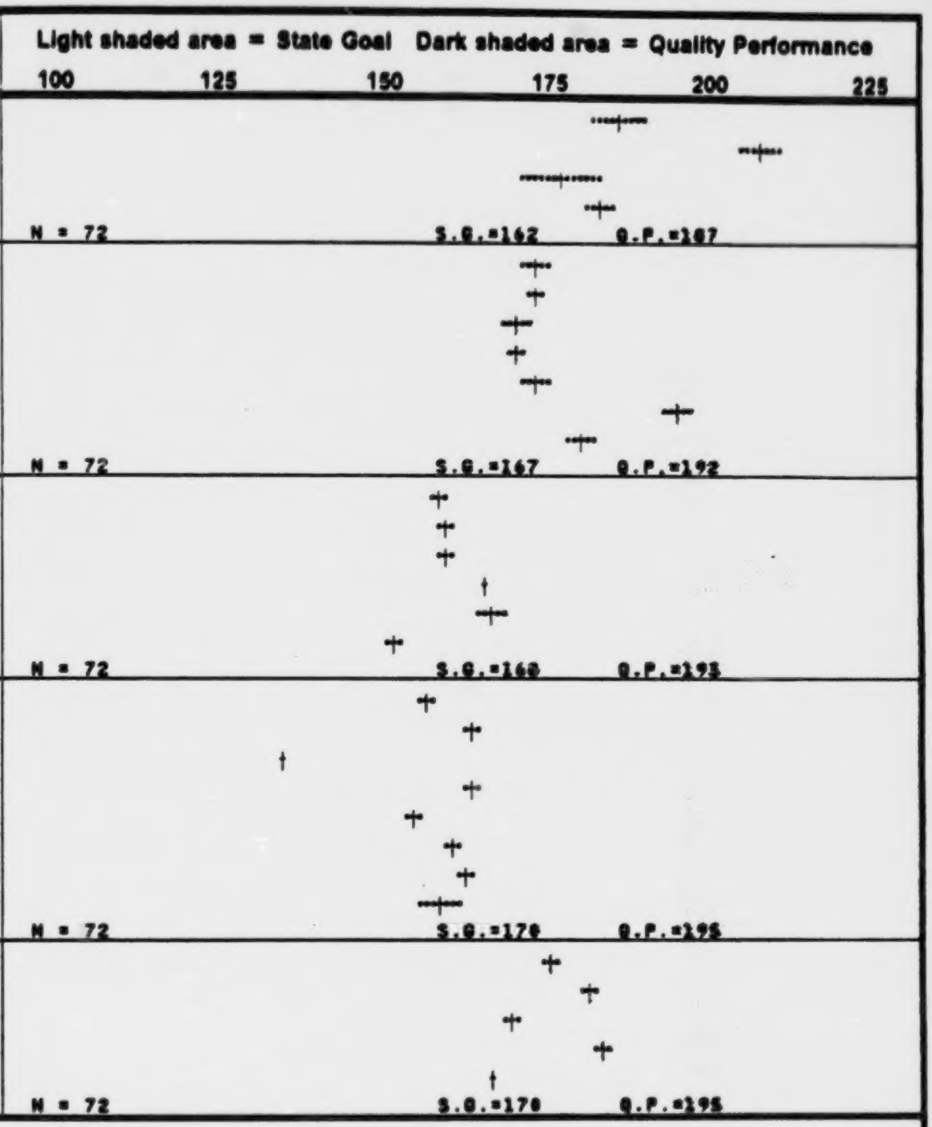
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FICKETT ELEM
School Code: 3559

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	186 ±4
Literal Comp	208 ±3
Infer & Crit Comp	177 ±6
Reference & Study	183 ±2
MATHEMATICS	173 ±2
Numbers & Num Rel	173 ±1
Operations & Comp	170 ±2
Geometry	170 ±1
Measurement	173 ±2
Prob & Stat	195 ±2
PROBLEM SOLVING	180 ±2
SCIENCE	158 ±1
Life Science	159 ±1
Earth Science	159 ±1
Physical Science	165 ±0
Process Skills	166 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	156 ±1
Geog Regions	163 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	154 ±1
U.S. 1875-1932	160 ±1
U.S. 1932-present	162 ±1
Skills	158 ±3
HEALTH	175 ±1
Sfty/Prs/Mntl Hlth	181 ±1
Nutrition	169 ±1
Substance Abuse	183 ±1
Growth, Dev & Fam	166 ±0



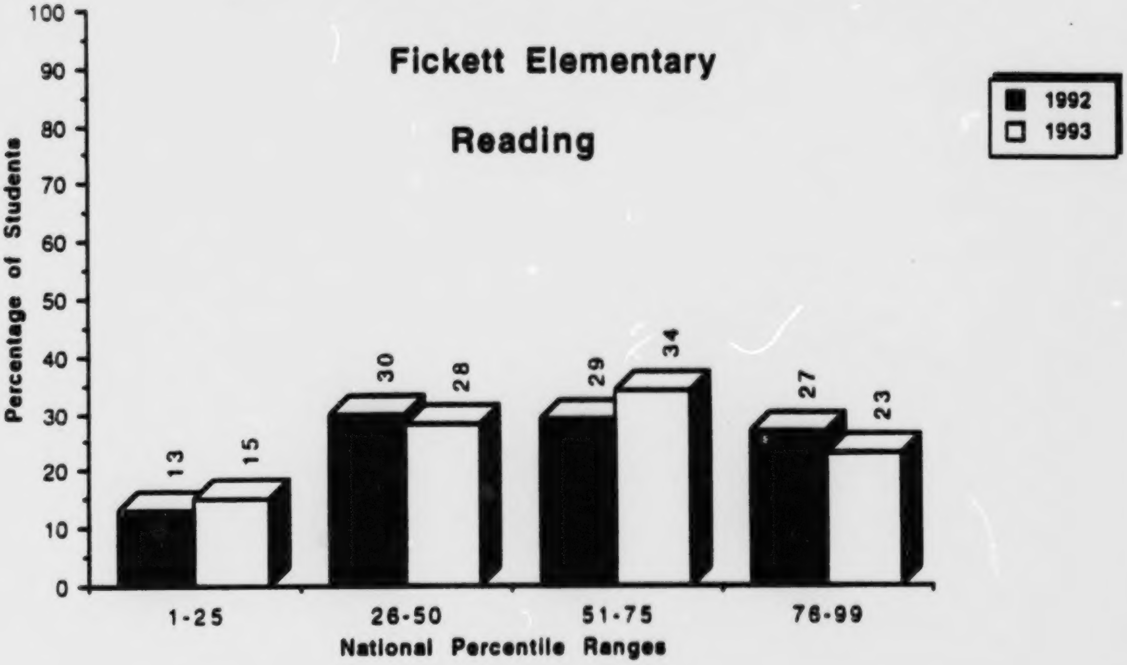
Taking into account the standard error (S.E.):

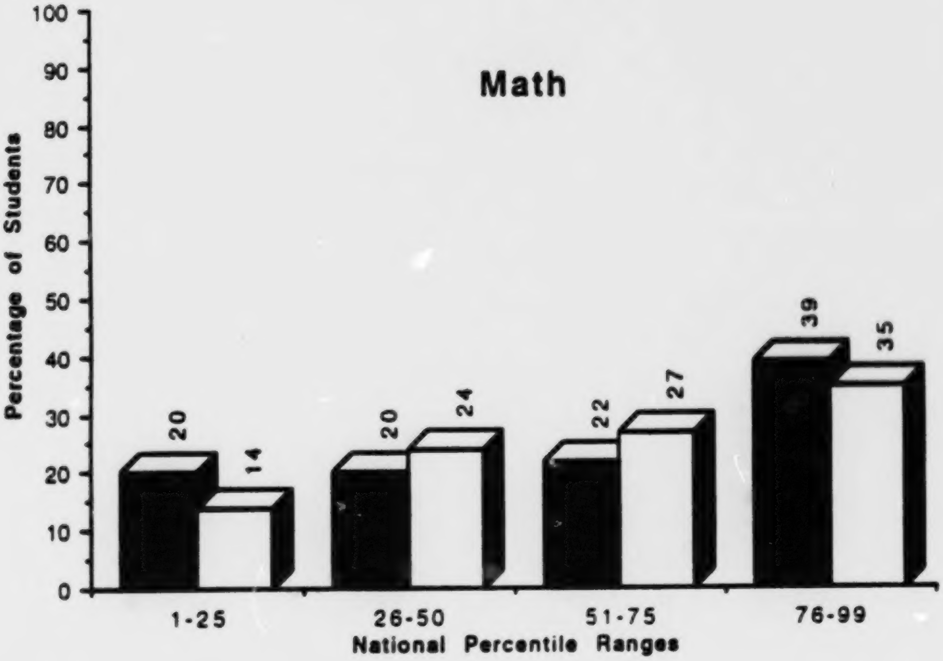
Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

10/06/93

SCHOOL: 41294 FICKETT ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	73	50	68	73	58	79
02	66	46	70	66	43	65
03	63	29	46	63	34	54
04	74	43	58	74	47	64
05	67	32	48	67	42	63
SCHOOL TOTAL	343	200	58	343	224	65
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	17	35	46	11				
03 Non SWP	18	38	34	-4				
04 Non SWP	11	29	37	8				
05 Non SWP					24	31	45	14

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	5	24	44	20	6	24	29	5
03	8	29	31	2	11	26	29	3
04	9	27	35	8	4	18	17	-1
05	13	31	42	11	14	24	43	19

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

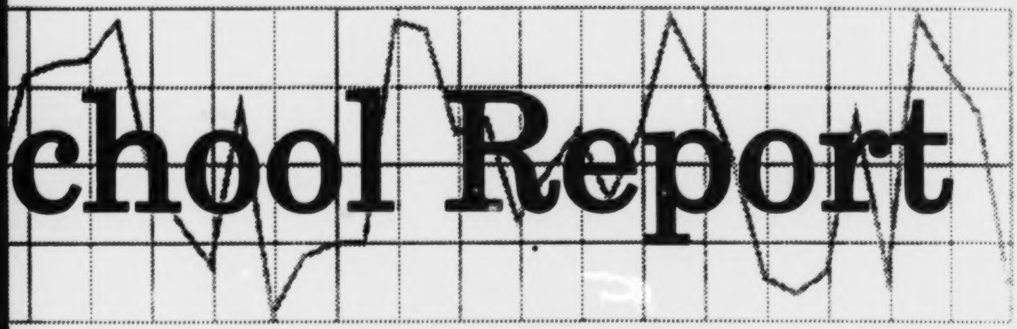
8/04/93 FICKETT ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	70	100					70
	System	5,184	95			294	5	5,478
01	School	76	97	2	3			78
	System	4,879	89	202	4	408	7	5,489
02	School	73	100					73
	System	4,527	91	257	5	185	4	4,969
03	School	65	97	2	3			67
	System	4,598	92	260	5	113	2	4,971
04	School	76	100					76
	System	4,608	94	227	5	82	2	4,917
05	School	72	100					72
	System	4,588	96	191	4	20		4,799
	School	432	99	4	1			436
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

FOWLER
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

FOWLER ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment decreased by 9.5 percent over a 3-year period compared to 5.3 percent for the system. • Ninety-four percent of the pupils were on active roll for seven or more attendance period. • The pupil mobility index was .22 which was considerably lower than the system's index of .38. • 1992-93 was the third year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources. • Fifty-five percent of the kindergarten pupils had from zero to 6 months of pre-school experiences. • There was a slight increase in the percentage of pupil attendance from FY '92 to FY '93, but it was slightly lower than that for the system for FY '93. • There was a decrease in the percentage of certified staff attendance from FY '92 to FY '93, and it was slightly lower than that for the system for FY '93.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?	• Within the Communicative Capability, special attention may be needed in the areas of Oral Communication and Emergent Literacy. Within the Logical-Mathematical Capability, special attention may be needed in the areas of Sorting Sets of Objects and Making Comparisons.
B. What was the ending performance of kindergarten students in writing?	• Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. Approximately 51 percent of the students at the schools were in Stages 2-5 and approximately 49 percent were in Stages 6 and 7. No students were in the two highest Stages 8 and 9.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 14 percent fewer students in the Lower Adequate/Needs Improvement Categories and 4 percent more students in the Excellent category. Middle Adequate gained 10 percentage points. • For nonfiction matched scores there were 28 percent fewer students in the Needs Improvement Category and 19 percent more students in the Upper/Middle Adequate Categories. Additionally, there were 13 percent more students in the Lower Adequate Category and 5 percent fewer students in the Excellent Category; therefore, this trend needs to be reversed.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics for 1992 and 1993. The scores also met or exceeded the state goal for both years on all strands in Reading, all strands for Mathematics and the Citizenship and Skills strands in Social Studies. Additionally, the Life Science strand in Science (1993) met or exceeded the state goal. The school's scores did not indicate quality performance in any content area for either year; however, the scores did indicate quality performance on the Probability and Statistics strand (1992).

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued) B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics and Health for 1992 and 1993. The scores also met or exceeded the state goal for both years on all strands for Reading, all strands for Mathematics and the Substance Abuse strand in Health. Additionally, the school's scores met or exceeded the state goal on the Nutrition strand in Health (1992) and the Safety/Personal Health/Mental Health strand in Health (1993). Although the scores did not indicate quality performance in any content area, the scores for the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics did indicate qualtity performance in 1992 and 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY '92 to FY '93, the school showed an increase of 12 for reading and 11 for mathematics in the percentage of students at or above national norm.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled at least seven or more attendance periods had slightly higher percentages of students at or above national norm for both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In reading, there was a decrease for the two lower quadrants and an increase for the two higher quadrants in the percentages of students at or above national norm. In mathematics, there was a decrease for three of the quadrants and an increase only for the highest quadrant in the percentages of students at or above national norm.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• There was a gain in NCE for the students in the Chapter I Schoolwide Project reading for all grades except grade two. In mathematics, there were NCE gains for all grades.
B. Remedial Education Program (REP)	• In the REP reading there were gains in NCE for students in all grades except grade two; however, there were gains for all grades in mathematics.
VI. Progression Status How did the school's progression status compare to that of the system?	• Ninety-four percent of the students at the school were promoted compared to 93 percent for the system; 2 percent were administratively placed compared to 4 percent for the system and 4 percent were retained which was the same as that for the system.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
FOWLER ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	391	359	354	-5	-1.4	-37	-9.5
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	334	94	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	20	6	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	46	13	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	10	3	3873	12
MOBILITY INDEX	.22		.38	
3. PUPIL-TEACHER RATIO	20.8		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	354	100	15734	50
CHAPTER I MATH	354	100	14903	47
REP READING	56	16	4384	14
REP MATH	38	11	3768	12
SPECIAL INSTRUCTIONAL ASSISTANCE	149	42	1083	3

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

5. STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	13	18	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	19	27	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	39	55	2391	45
FIRST GRADE - APS K-GARTEN	64	98	4862	90
FIRST GRADE - NON-APS K-GARTEN	1	2	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.0		94.4
1991-92		93.7		94.1
1992-93		93.9		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.8		97.2
1991-92		98.2		97.4
1992-93		97.1		97.4

Fowler Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	89	93	92
II. Logical-Mathematical	84	93	93
III. Physical	95	97	96
IV. Personal	94	94	92
V. Social	90	94	93
Total Number Reported	80	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	90	93	92
B. Processes Auditory Information	91	92	92
C. Communicates Orally	80	91	92
D. Demonstrates Emergent Literacy	80	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	80	90	91
B. Makes Comparisons	76	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	85	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. **Processes Visual Information**
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. **Process Auditory Information**
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. **Communicates Orally**
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. **Demonstrates Emergent Literacy**
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. **Sorts Sets of Objects**
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. **Makes Comparisons**
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. **Knows Numbers 1 to 10**
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. **Extends Patterns**
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. **Demonstrates Fine Motor Coordination**
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. **Understands Spatial Concepts**
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. **Performs Basic Locomotor Skills**
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. **Performs Basic Manipulative Skills**
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. **Demonstrates a Positive Self-Concept**
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. **Initiates Independent Activities**
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. **Acts Responsibly**
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. **Participation in Group Activities**
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. **Carries Out Assigned Tasks**
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
FOWLER ELEMENTARY SCHOOL 43301

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	1.2
STAGE 3: INVENTED WORD WRITER	9	11.1
STAGE 4: COPIER	22	27.2
STAGE 5: NEW WORD WRITER	9	11.1
STAGE 6: PHRASE/SENTENCE WRITER	23	28.4
STAGE 7: SIMPLE STORY WRITER	17	21.0
TOTAL NUMBER	81	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: FOWLER ELEMENTARY SCHOOL

					ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	2	3	11	18	11	18	11	18	27	44	62
POSTTEST LEVEL 2	4	6	14	23	19	31	11	18	14	23	62
DIFFERENCE LEVEL 2	2	3	3	5	8	13	0	0	-13	-21	
PRETEST LEVEL 3	4	10	9	23	9	23	8	20	10	25	40
POSTTEST LEVEL 3	2	5	12	30	10	25	8	20	8	20	40
DIFFERENCE LEVEL 3	-2	-5	3	7	1	2	0	0	-2	-5	
PRETEST LEVEL 4	2	5	14	33	8	19	8	19	10	24	42
POSTTEST LEVEL 4	12	29	11	26	11	26	5	12	3	7	42
DIFFERENCE LEVEL 4	10	24	-3	-7	3	7	-3	-7	-7	-17	
PRETEST LEVEL 5	1	2	14	25	17	31	12	22	11	20	55
POSTTEST LEVEL 5	0	0	9	16	26	47	14	25	6	11	55
DIFFERENCE LEVEL 5	-1	-2	-5	-9	9	16	2	3	-5	-9	
	9	5	48	24	45	23	39	20	58	29	199
	18	9	46	23	66	33	38	19	31	16	199
	9	4	-2	-1	21	10	-1	-1	-27	-13	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: FOWLER ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	6	14	13	31	8	19	3	7	12	29	42
POSTTEST	LEVEL	4	0	0	5	12	16	38	12	29	9	21	42
DIFFERENCE	LEVEL	4	-6	-14	-8	-19	8	19	9	22	-3	-8	
PRETEST	LEVEL	5	0	0	2	4	5	9	12	22	35	65	54
POSTTEST	LEVEL	5	1	2	12	22	14	26	16	30	11	20	54
DIFFERENCE	LEVEL	5	1	2	10	18	9	17	4	8	-24	-45	
			6	6	15	16	13	14	15	16	47	49	96
			1	1	17	18	30	31	28	29	20	21	96
			-5	-5	2	2	17	17	13	13	-27	-28	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

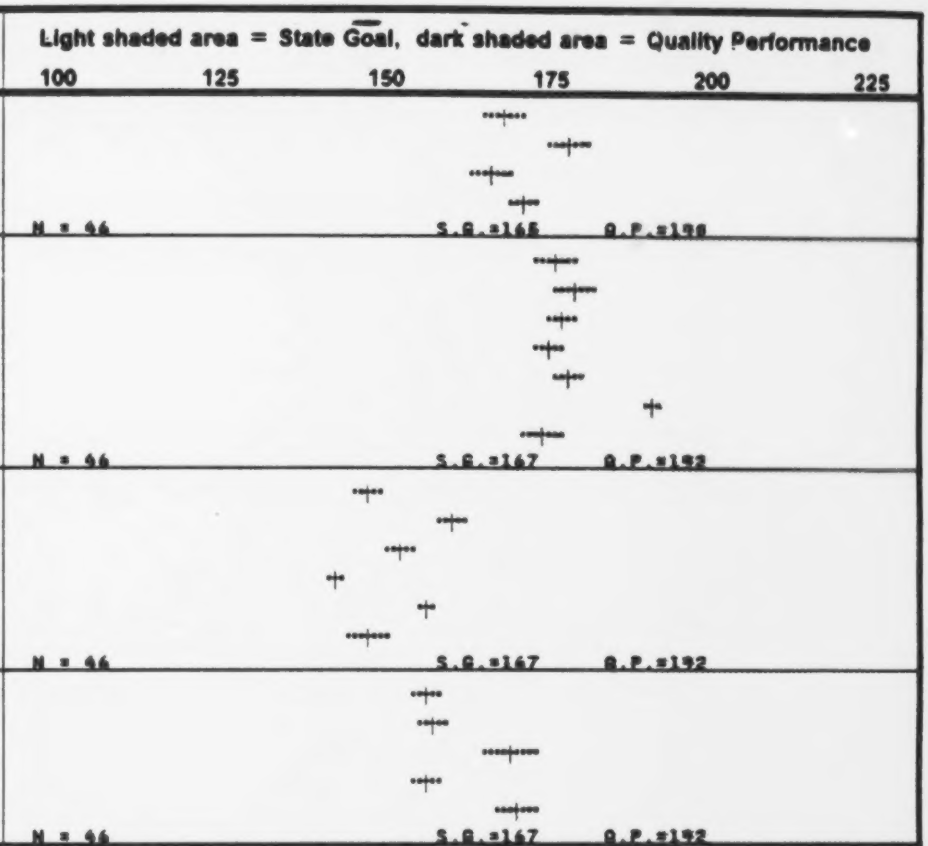
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: FOWLER ST ELEM
School Code: 5559

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	168 ±3
Literal Comp	178 ±3
Infer & Crit Comp	166 ±3
Reference & Study	171 ±2
MATHEMATICS	176 ±3
Numbers & Num Rel	179 ±3
Operations & Comp	177 ±2
Geometry	175 ±2
Measurement	178 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	174 ±3
SCIENCE	147 ±2
Life Science	160 ±2
Earth Science	152 ±2
Physical Science	142 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	147 ±3
SOCIAL STUDIES	156 ±2
Communities	157 ±2
Citizenship	169 ±4
American Heritage	156 ±2
Skills	170 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

992

┼ = the school score
••• = the standard error (S.E.)

CC3CA

GEORGIA CURRICULUM BASED ASSESSMENT

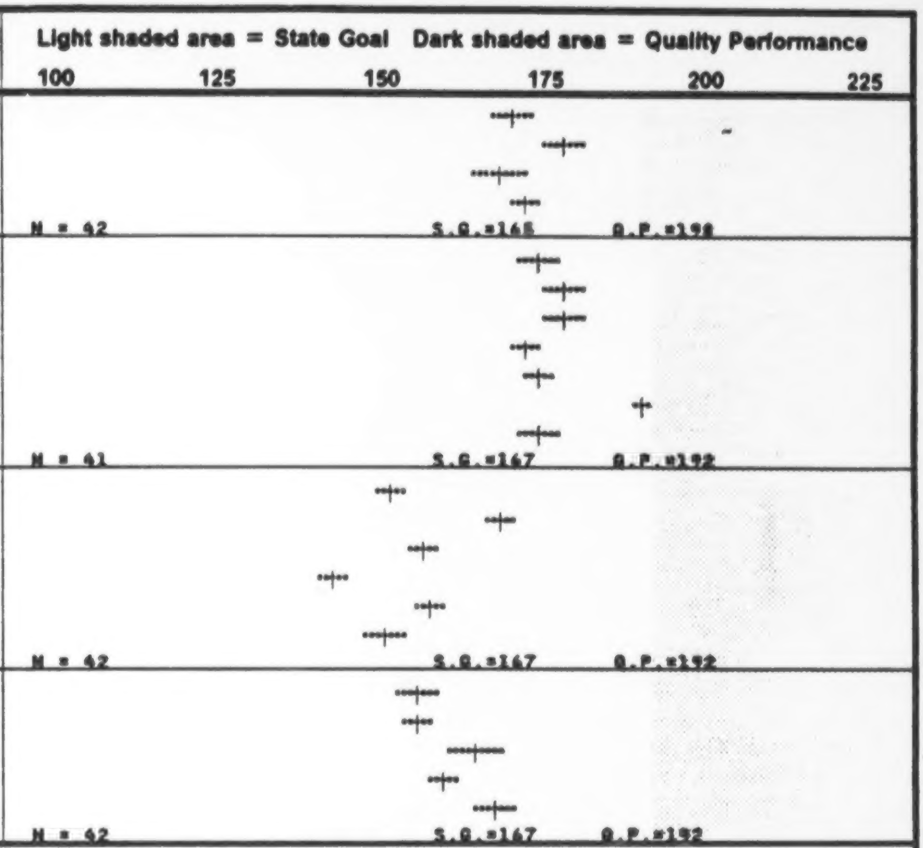
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: FOWLER ST ELEM
School Code: 5559

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	170 ±3
Literal Comp	178 ±3
Infer & Crit Comp	168 ±4
Reference & Study	172 ±2
MATHEMATICS	174 ±3
Numbers & Num Rel	178 ±3
Operations & Comp	178 ±3
Geometry	172 ±2
Measurement	174 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	174 ±3
SCIENCE *	151 ±2
Life Science	168 ±2
Earth Science	156 ±2
Physical Science	142 ±2
Process Skills	157 ±2
Env/Sci/Tech/Soc	150 ±3
SOCIAL STUDIES	155 ±3
Communities	155 ±2
Citizenship	164 ±4
American Heritage	159 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

993

GEORGIA CURRICULUM BASED ASSESSMENT

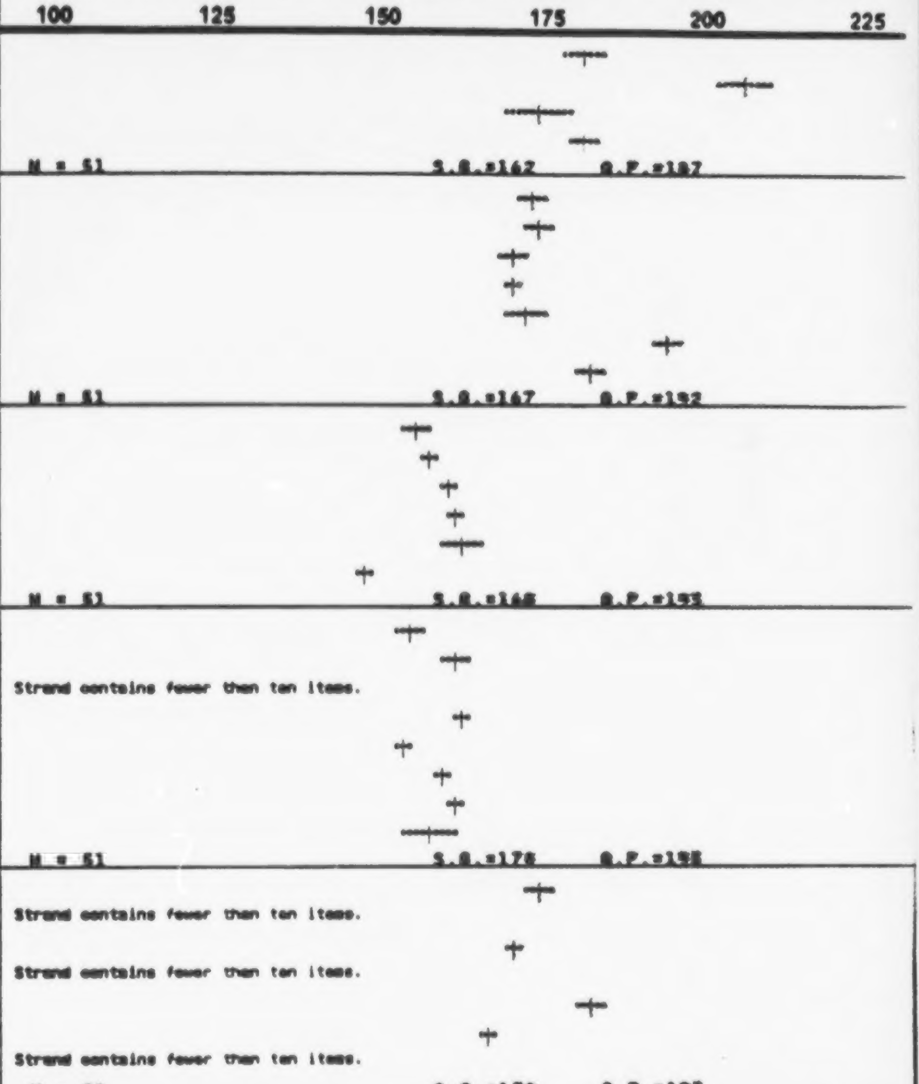
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FOWLER ST ELEM
School Code: 5559

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	181 ±3	
Literal Comp	206 ±4	
Infer & Crit Comp	174 ±5	
Reference & Study	181 ±2	
		N = 51 S.G.=162 Q.P.=187
MATHEMATICS	173 ±2	
Numbers & Num Rel	174 ±2	
Operations & Comp	170 ±2	
Geometry	170 ±1	
Measurement	172 ±3	
Prob & Stat	194 ±2	
PROBLEM SOLVING	182 ±2	
		N = 51 S.G.=167 Q.P.=192
SCIENCE	155 ±2	
Life Science	157 ±1	
Earth Science	160 ±1	
Physical Science	161 ±1	
Process Skills	162 ±3	
Env/Sci/Tech/Soc	147 ±1	
		N = 51 S.G.=168 Q.P.=193
SOCIAL STUDIES	154 ±2	
Geog Regions	161 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	161 ±1	
Skills	157 ±4	
		N = 51 S.G.=178 Q.P.=198
HEALTH	174 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	170 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	182 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 51 S.G.=176 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

994

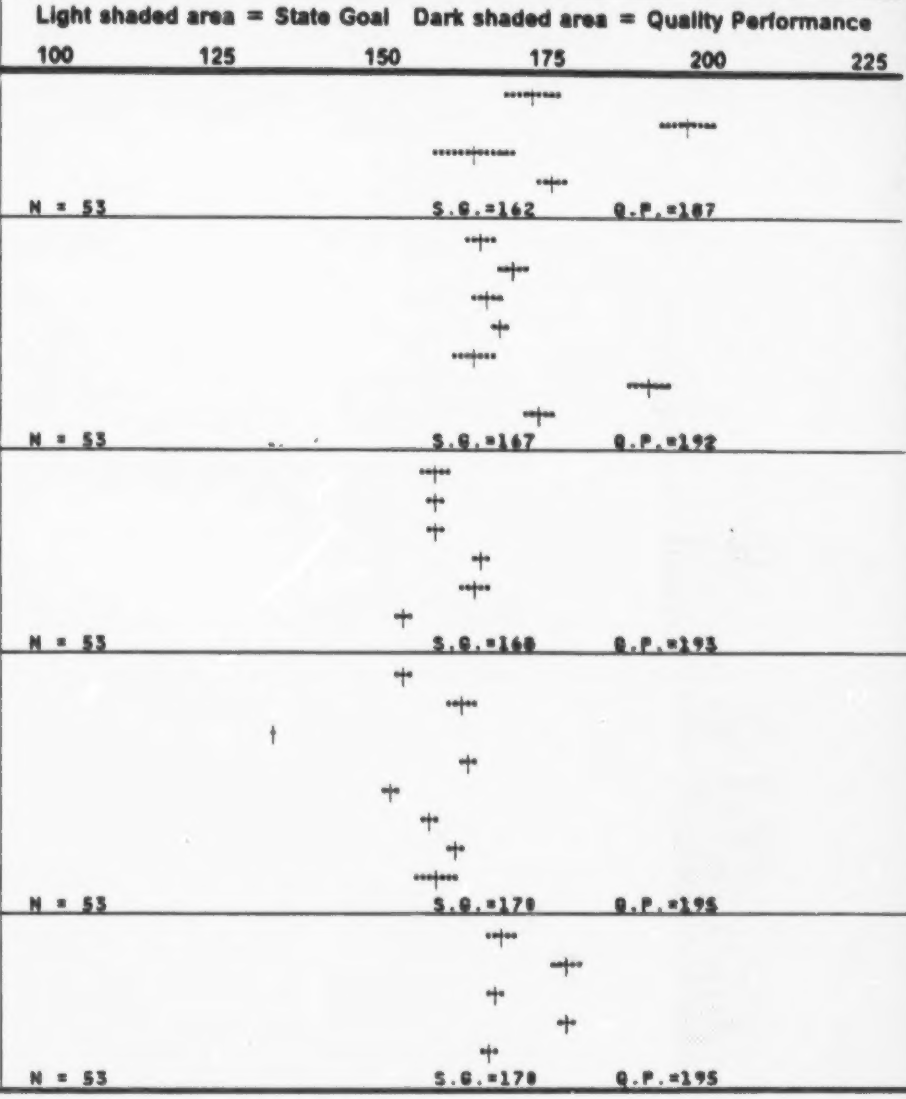
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: FOWLER ST ELEM
School Code: 5559

Date Printed: 18AUG9



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	173 ±4	
Literal Comp	197 ±4	
Infer & Crit Comp	164 ±6	
Reference & Study	176 ±2	
		N = 53 S.G.=162 Q.P.=187
MATHEMATICS	165 ±2	
Numbers & Num Rel	170 ±2	
Operations & Comp	166 ±2	
Geometry	168 ±1	
Measurement	164 ±3	
Prob & Stat	191 ±3	
PROBLEM SOLVING	174 ±2	
		N = 53 S.G.=167 Q.P.=192
SCIENCE	158 ±2	
Life Science	158 ±1	
Earth Science	158 ±1	
Physical Science	165 ±1	
Process Skills	164 ±2	
Env/Sci/Tech/Soc	153 ±1	
		N = 53 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±1	
Geog Regions	162 ±2	
Canada Hist/Geog	133 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	157 ±1	
U.S. 1932-present	161 ±1	
Skills	158 ±3	
		N = 53 S.G.=170 Q.P.=195
HEALTH	168 ±2	
Sfty/Prs/Mntl Hlth	178 ±2	
Nutrition	167 ±1	
Substance Abuse	178 ±1	
Growth, Dev & Fam	166 ±1	
		N = 53 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of
Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

995

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 FOWLER ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	63	76	40	54	62	
02	63	47	44	15	32	
03	41	64	34	16	44	
04	42	94	54	17	29	
05	54	80	41	48	44	
School Total	263	71	42	31	43	12
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	63	70	52	46	54	
02	63	77	55	37	65	
03	41	84	35	42	56	
04	42	98	40	31	40	
05	36	63	33	60	47	
School Total	245	78	43	43	54	11
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

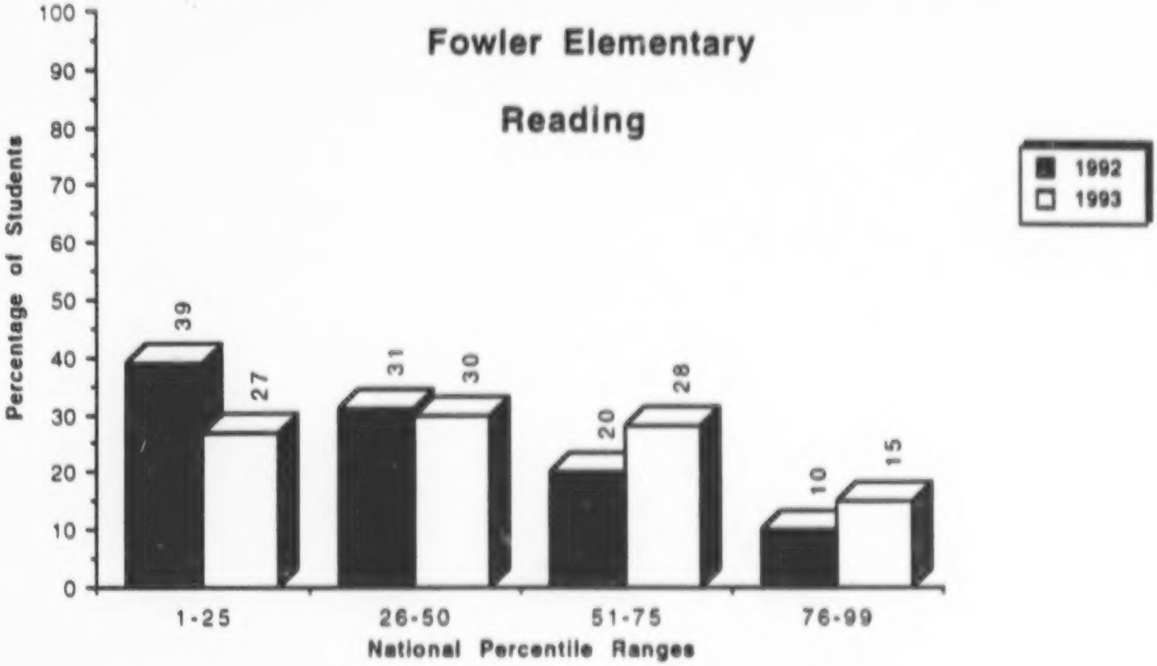
SCHOOL: 43301 FOWLER ELEMENTARY SCHOOL

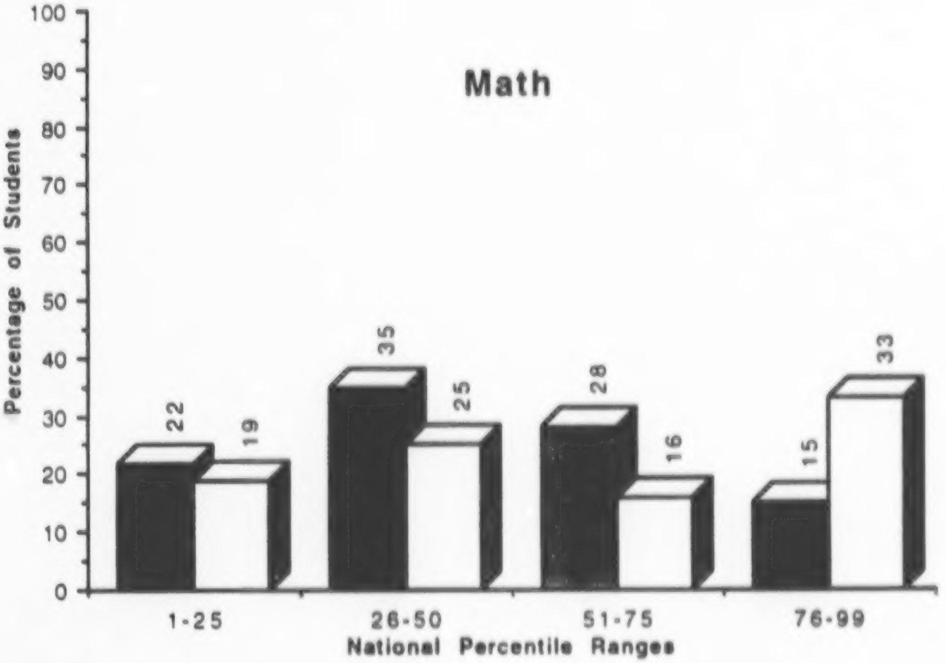
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	59	38	64	59	33	56
02	60	18	30	60	38	63
03	39	18	46	39	23	59
04	41	12	29	41	17	41
05	50	23	46	32	16	50
SCHOOL TOTAL	249	109	44	231	127	55
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	25	36	28	-8	30	38	42	4
03 SWP	31	28	42	14	23	33	41	8
04 SWP	34	38	42	4	22	36	37	1
05 SWP	41	34	43	9	24	35	44	9

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 FOWLER ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	10	27	20	-7	7	23	28	5
03	15	24	40	16	8	24	33	9
04	11	32	38	6	7	43	44	1
05	18	28	40	12	9	27	41	14

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

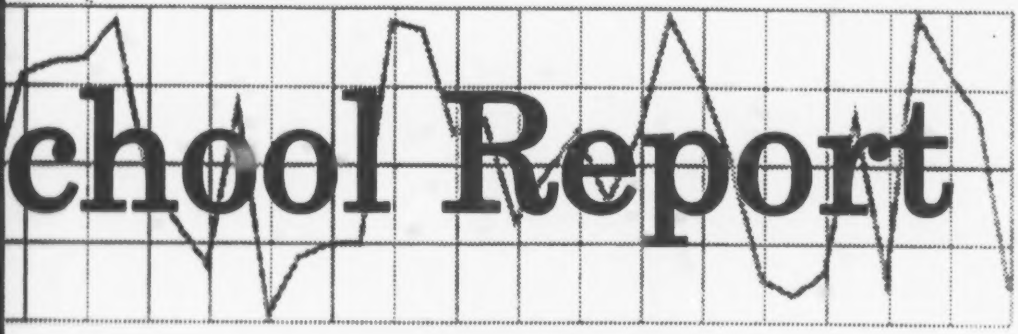
8/04/93 FOWLER ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	75	94			5	6	80
	System	5,184	95			294	5	5,478
01	School	62	97			2	3	64
	System	4,879	89	202	4	408	7	5,489
02	School	57	88	3	5	5	8	65
	System	4,527	91	257	5	185	4	4,969
03	School	41	89	4	9	1	2	46
	System	4,598	92	260	5	113	2	4,971
04	School	42	98	1	2			43
	System	4,608	94	227	5	82	2	4,917
05	School	56	100					56
	System	4,588	96	191	4	20		4,799
	School	333	94	8	2	13	4	354
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

GEORGE
HIGH SCHOOL

Research & Evaluation

Final

1007

GEORGE HIGH SCHOOL
1992-93 FINAL SCHOOL REPORT
Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement: • Slight increase in active enrollment, • High mobility rate, • Lower pupil-teacher ratio as compared with the system's ratio, • Low percentage of out-of-school suspensions, • Smaller percentages of students in the Chapter I reading and mathematics projects as compared with those of the system, but higher percentages in the Remedial Education Program (REP) projects, • A slight decrease in the pupil attendance rate, although it was higher than the system's rate in 1992-93, • An increase in the certified staff attendance rate, which was the same as the system's rate in 1992-93.

Critical Questions	Findings
II. Tests of Achievement and Proficiency (TAP) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The percentages of the school's students who scored at or above the national norm on the TAP in 1993 decreased substantially in reading and increased in mathematics. • The school's percentages of students who scored at or above the national norm on the TAP were lower than the system's percentages in both reading and mathematics. • Compared to the performance of ninth graders in 1992, the percentages of tenth graders who scored at or above the national norm were lower in reading and higher in mathematics in 1993.
B. Students who attended the school for seven or more attendance periods?	• For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics were slightly higher than the percentages obtained when all regular-program students were included in the calculations.
C. The percentage of students scoring within each quadrant?	• In reading, the percentages of students in the lowest national percentile ranges (1 - 25 and 26 - 50) and in the highest percentile range (76 - 99) increased slightly, while the percentage in the 51 - 75 range decreased. • In mathematics the percentage of students in the lowest range (1 - 25) decrased, the percentages in the 26 - 50 and 76 - 99 ranges increased, and the percentage in the 51 - 75 range remained the same.

Critical Questions	Findings
III. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• The school's participants in the Chapter I reading project averaged a larger gain in the TAP reading scores than participants in traditional programs (Non SWP) systemwide. • In mathematics, the mean NCE score of the school's Chapter I participants did not change, while participants in traditional programs systemwide achieved a gain in the mean NCE score.
B. Remedial Education Program (REP)	• The school's participants in the REP reading project averaged a greater NCE loss in grade 9 and a greater NCE gain in grade 10 than participants systemwide. • In mathematics the school's REP participants averaged greater NCE gains than REP participants systemwide in grades 9 and 10.
IV. Georgia Basic Skills Tests (GBST) How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	• The school's percentage of seniors who completed the GBST requirement prior to graduation decreased substantially in 1993 and was much lower than the system's percentage.
V. Progression Status How did the school's progression status compare to that of the system?	• The school's percentage of students who were promoted to the next grade was higher than the system's percentage at each grade level. All students in grade 12 graduated.

Critical Questions	Findings
VI. Scholastic Aptitude Tests (SAT)	
How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	• Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT.
VII. Advanced Placement (AP)	
A. How does the school's enrollment in each discipline compare to that of the system?	• The school's percentage of students enrolled in AP courses was higher than the system's percentage in language arts and lower than the system's percentage in social studies. No AP courses were offered at the school in either mathematics or science.
B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?	• In comparison to the system, the school had a slightly higher percentage of students enrolled in at least one AP course during 1992-93.
VIII. Postsecondary Pursuits	
How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	• Compared to the system, the school had a higher percentage of graduates who enrolled in postsecondary institutions and a lower percentage of graduates who were unemployed following graduation.

EBT:sm - SR#103
Department of Research and Evaluation
November 1, 1993

1992-93
HIGH SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still-on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

Progression Status Report

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at scheduled times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap
R&E
8/12/93

08/06/93
GEORGE HIGH SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (9-12)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	775	693	702	9	1.3	-73	-9.4
ALL HIGH	14,106	13,505	12,630	-875	-6.5	-1,476	-10.5

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL HIGH NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	653	93	11539	91
LESS THAN SEVEN ATTENDANCE PERIODS	49	7	1112	9
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	122	17	2728	22
NUMBER/PERCENT OF PUPILS NEW TO APS	81	12	1499	12
MOBILITY INDEX	.37		.31	
3. PUPIL-TEACHER RATIO	19.6		20.3	
4. OUT-OF-SCHOOL SUSPENSIONS	21	3	1025	8
5. PUPILS IN PROJECTS:				
CHAPTER I READING	45	6	1770	14
CHAPTER I MATH	35	5	1581	13
REP READING	187	27	1171	9
REP MATH	138	20	1106	9
MAGNET ENROLLEES	82	12	3272	26
BILINGUAL	7	1	302	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL HIGH	
	NUMBER	PERCENT	NUMBER	PERCENT
6. PERCENT PUPIL ATTENDANCE:				
1990-91		84.5		86.0
1991-92		89.6		85.7
1992-93		89.4		84.5
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		98.3		97.4
1991-92		98.2		97.5
1992-93		97.2		97.2
8. HIGH SCHOOL DROPOUTS 1991-92		11		15

10/06/93 GEORGE HIGH SCHOOL

Iowa Tests Of Basic Skills
And/Or
Tests Of Achievement And Proficiency
(Regular Program Students Tested)

Reading

Grade		Number Tested	Percent At/Above National Norm(NP=50)				
		1993	1990	1991	1992	1993	*Diff
09		221	36	38	36	30	
10		155	36	30	27	23	
	School Total	376	36	34	32	27	-5
	All High	6,097	43	39	36	37	+1

Mathematics

Grade		Number Tested	Percent At/Above National Norm(NP=50)				
		1993	1990	1991	1992	1993	*Diff
09		222	40	36	25	30	
10		155	40	46	33	29	
	School Total	377	40	41	28	30	2
	All High	6,143	42	39	35	34	-1

* Difference = 1993 - 1992

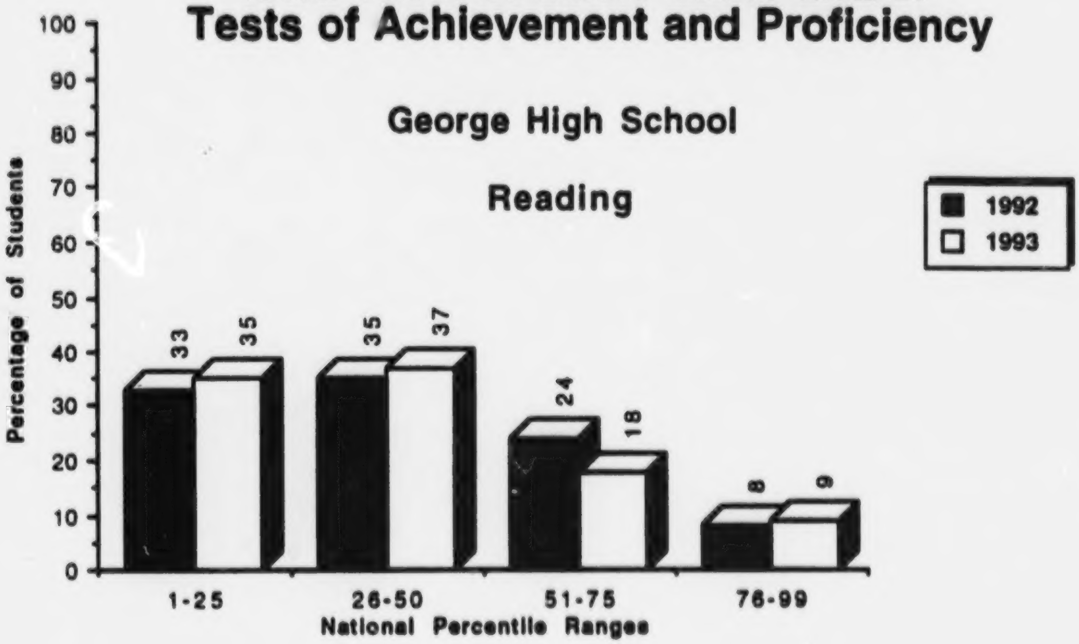
SCHOOL: 22322 GEORGE HIGH SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

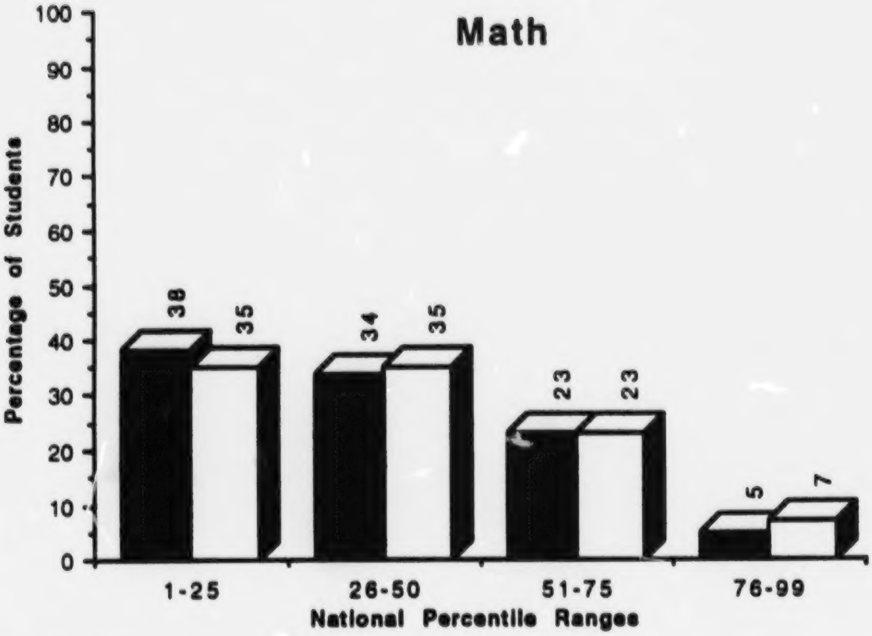
	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
09	206	67	33	207	66	32
10	148	35	24	148	45	30
SCHOOL TOTAL	354	102	29	355	111	31
ALL HIGH SCHOOLS	5,606	2,124	38	5,645	1,989	35

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

George High School



Reading



Math

Department of Research and Evaluation
A. Pruett/August 12, 1993

Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 Non SWP	41	21	32	11	31	27	27	

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09 Non SWP	513	22	29	7	335	24	25	1
09 SWP	127	22	26	4	123	22	21	-1
10 SWP	74	22	28	6	101	22	25	3

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

BEST COPY AVAILABLE

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09	63	43	38	-5	29	41	43	2
10	52	29	33	4	50	31	35	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
09	439	39	37	-2	368	37	33	-4
10	175	32	32		174	27	29	2

* Scores for students in the Program for Exceptional Children are excluded

George High School
July 1993

GEORGIA BASIC SKILLS TESTS (GBST) CUMULATIVE RESULTS AS OF END OF SENIOR YEAR FOR CLASSES OF 1991 THROUGH 1993

	Students With GBST Record				Students Without GBST Record		Total
	Completed Requirement		Not Yet Completed Requirement				
Year	N	%	N	%	N	%	N
School							
1991	152	92	13	8	--	--	165
1992	150	99	1	1	--	--	151
1993	140	88	20	13	0	0	160
System							
1991	2,865	94	176	6	19	1	3,060
1992	2,581	95	116	4	14	1	2,711
1993	2,671	94	148	5	15	1	2,834

Data Base: All seniors (including handicapped) as of June each year

Note: All percentages were rounded to the nearest whole number.

1992-93 Progression Status Report

Grades 9 - 12

Grade		Promoted		Not Promoted		Total
		N	Percent	N	Percent	N
09	School	183	75	61	25	244
	System	2,878	69	1,323	31	4,201
10	School	147	91	14	9	161
	System	2,474	83	506	17	2,980
11	School	125	94	8	6	133
	System	2,260	88	318	12	2,578
12	School	159	100			159
	System	2,561	96	101	4	2,662
	School	614	88	83	12	697
	System	10,173	82	2,248	18	12,421

SCHOLASTIC APTITUDE TESTS (SAT)
PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

GEORGE HIGH SCHOOL

Number and Percentage of Graduating Seniors Taking the SAT

	1991		1992	
	No.	Percent	No.	Percent
School	82	54	99	65
System	1643	53	1556	58

SAT Mean Scores

	SAT Verbal		SAT Mathematics		SAT Total	
	1991	1992	1991	1992	1991	1992
School	276	302	323	324	599	626
System	350	346	393	395	743	741
State	400	398	444	444	844	842
Nation	422	423	474	476	896	899

MGB:cd
June 24, 1993

8/10/93
GEORGE HIGH SCHOOL

ENROLLMENT IN SELECTED ADVANCED PLACEMENT (AP) COURSES

FIRST AND SECOND SEMESTERS, FY '93

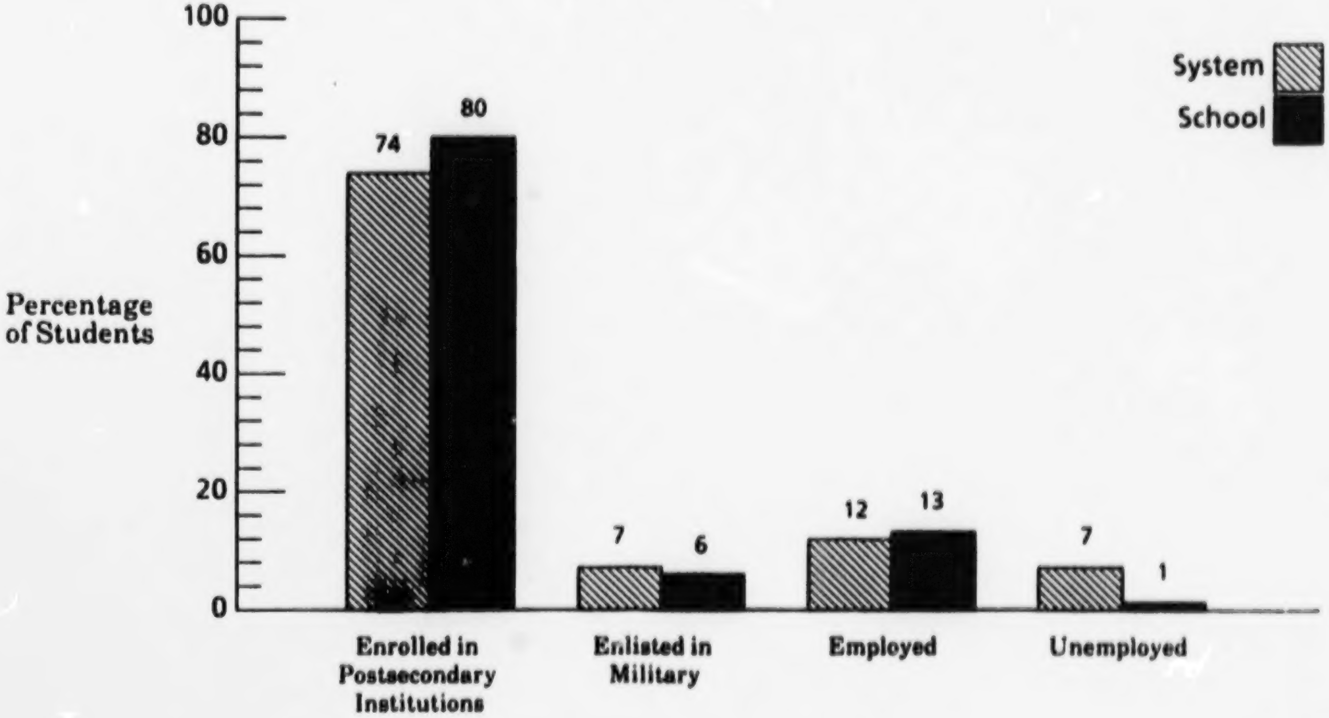
DISCIPLINE/COURSE	SCHOOL				SYSTEM			
	NUMBER STUDENTS ENROLLED				NUMBER STUDENTS ENROLLED			
	AP	NON-AP	TOTAL	% AP	AP	NON-AP	TOTAL	% AP
LANGUAGE ARTS								
ENGLISH I-II (AMERICAN LITERATURE I AND II)	36	96	132	27	579	2,744	3,323	17
ENGLISH III-IV (LANGUAGE AND LITERATURE SURVEY I AND II)	51	146	197	26	706	2,393	3,099	23
TOTAL	87	242	329	26	1,285	5,137	6,422	20
MATHEMATICS								
CALCULUS		24	24		317	242	559	57
TOTAL		24	24		317	242	559	57
SCIENCE								
BIOLOGY		302	302		225	6,632	6,857	3
PHYSICS		98	98		50	1,246	1,296	4
CHEMISTRY		184	184		95	3,023	3,118	3
TOTAL		584	584		370	10,901	11,271	3
SOCIAL STUDIES								
DEVELOPMENT OF U.S. DEMOCRACY/ MODERN U.S.	14	304	318	4	415	5,470	5,885	7
TOTAL	14	304	318	4	415	5,470	5,885	7
TOTAL ALL COURSES	101	1,154	1,255	8	2,387	21,750	24,137	10

	N	% OF SCHOOL ENROLLMENT	N	% OF SYSTEM ENROLLMENT
STUDENTS ENROLLED IN AT LEAST ONE AP COURSE	55	8	885	7

George High School

Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)

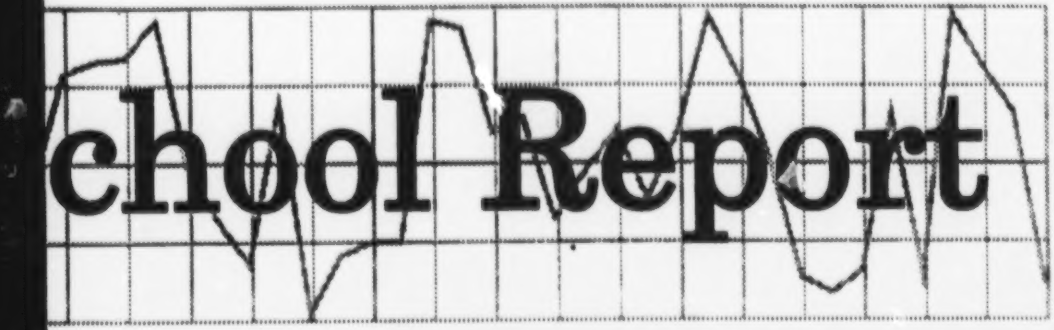


Class of 1992 Database

	Number Graduating	Number Responding	Percent Responding
School	152	152	100
System	2,279	2,174	95

EGL jep
Department of Research and Evaluation
7/15/93

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

GIDEONS
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1041

GIDEONS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT

Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment has decreased by 6.4 percent over a 3-year period which is similar to the decrease of the system. • The pupil mobility index was .38 which was the same as that for the system. • Sixty-one percent of the kindergarten students had pre-school experiences. • Pupil attendance at the school remained the same from FY '92 to FY'93, but it was slightly higher than that for the system for FY '93. • There was an increase in the percentage of certified staff attendance from FY '92 to FY '93, and it was higher than that for the system for FY '93.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and indicators showed percentages from 90 to 95 that received "yes" ratings which indicates that 90 percent or more of the students are prepared to enter a developmentally appropriate first grade.

Critical Questions	Findings
II. Performance-Based Assessment (continued)	
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers by the end of the year (Stages 6 or 7). At the school, 48.6 percent of the students were in these stages, and 4.9 percent were in the higher Stage 8.
C. What changes took place from the pretest to the post-test on the whole language Periodic Reading Survey?	• For fiction matched scores there were 24 percent fewer students in the Lower Adequate/Needs Improvement Categories and 22 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 2 percentage points. • For nonfiction matched scores there were 13 percent fewer students in the Lower Adequate/Needs Improvement Categories and 8 percent more students in the Upper Adequate Category. Middle Adequate gained 5 percentage points.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) **Grades 3 and 5**	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Social Studies for 1992 and 1993. Additionally, for both years the scores met or exceeded the state goal on all three Reading strands; all six Mathematics strands; the Life Science strand in Science; and three of the four Social Studies strands. The school's scores did not indicate quality performance in any content areas; however, the scores indicated quality performance on the Literal Comprehension strand in Reading (1992).

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (continued) In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, and Health (1992 and 1993) and in Mathematics (1992). The scores met or exceeded the state goal for both years on all three Reading strands; four of the six Mathematics strands; and the Substance Abuse strand in Health. The scores also met or exceeded the state goal on the Measurement strand in Mathematics (1992); the Nutrition strand in Health (1992); and the Safety/Personal/Mental Health strand in Health (1993). The school's scores did not indicate quality performance in any content area for either year; however, the scores indicated quality performance on the Literal Comprehension strand in Reading for 1992 and 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY '92 to FY '93, the school showed a decrease of 11 for reading and a decrease of 1 for mathematics in the percentage of students at or above national norm. These percentages compared to a -3 in both subjects for the system.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had the same percentages of students at or above national norm in reading and mahtematics.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) (continued)	
Were there changes in reading/mathematics achievement with respect to the following:	
C. The percentage of students scoring within each quadrant?	• There were increases from FY '92 to FY '93 in the percentages of students scoring in lowest quadrants and decreases scoring in the highest quadrants for reading and mathematics.
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• There was a loss in NCE for students in the Chapter I Schoolwide Project in reading for grade two, but there were gains in NCE at grades three, four, and five. The students in mathematics showed a gain in NCE at grades two and five and there were losses at grades three and four.
B. Remedial Education Program (REP)	• There were losses in NCE for the students in the Remedial Education Program (REP) reading and gains in NCE for the students in the mathematics program.
VI. Progression Status	
How did the school's progression status compare to that of the system?	• Ninety-four percent of the students at the school were promoted compared to 93 percent for the system; 3 percent were administratively placed compared to 4 percent for the system and 4 percent were retained which was the same percentage as that for the system.

PA:sm - SR#32
Research and Evaluation
November 2, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
GIDEONS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	598	565	560	-5	-.9	-38	-6.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	478	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	82	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	160	29	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	34	6	3873	12
MOBILITY INDEX	.38		.38	
3. PUPIL-TEACHER RATIO	22.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	560	100	15734	50
CHAPTER I MATH	560	100	14903	47
REP READING	34	6	4384	14
REP MATH	32	6	3768	12
SPECIAL INSTRUCTIONAL ASSISTANCE	374	67	1083	3
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	29	5	2028	6
BILINGUAL	1	0	748	2

08/06/93
GIDEONS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	21	21	291	5
K-GARTEN - HEAD START	2	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	39	38	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	40	39	2391	45
FIRST GRADE - APS K-GARTEN	93	98	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	2	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	94.4	94.4
1991-92	94.8	94.1
1992-93	94.8	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.1	97.2
1991-92	96.9	97.4
1992-93	98.3	97.4

Gideons Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	91	93	92
II. Logical-Mathematical	91	93	93
III Physical	94	97	96
IV Personal	93	94	92
V. Social	94	94	93
Total Number Reported	102	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	95	93	92
B. Processes Auditory Information	91	92	92
C. Communicates Orally	90	91	92
D. Demonstrates Emergent Literacy	92	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	91	90	91
B. Makes Comparisons	90	91	91
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	90	92	93

***Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.**

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
GIDEONS ELEMENTARY SCHOOL 41329

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	5	4.9
STAGE 2: SCRIBBLE WRITER	2	1.9
STAGE 3: INVENTED WORD WRITER	4	3.9
STAGE 4: COPIER	18	17.5
STAGE 5: NEW WORD WRITER	19	18.4
STAGE 6: PHRASE/SENTENCE WRITER	38	36.9
STAGE 7: SIMPLE STORY WRITER	12	11.7
STAGE 8: INTERMEDIATE STORY WRITER	5	4.9
TOTAL NUMBER	103	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: GIDEONS ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	7	9	13	18	16	22	38	51	74
POSTTEST	LEVEL	2	5	7	20	27	23	31	15	20	11	15	74
DIFFERENCE	LEVEL	2	5	7	13	18	10	13	-1	-2	-27	-36	
PRETEST	LEVEL	3	2	4	5	11	7	16	13	29	18	40	45
POSTTEST	LEVEL	3	19	42	10	22	6	13	3	7	7	16	45
DIFFERENCE	LEVEL	3	17	38	5	11	-1	-3	-10	-22	-11	-24	
PRETEST	LEVEL	4	21	31	9	13	10	15	4	6	23	34	67
POSTTEST	LEVEL	4	14	21	17	25	6	9	5	7	25	37	67
DIFFERENCE	LEVEL	4	-7	-10	8	12	-4	-6	1	1	2	3	
PRETEST	LEVEL	5	11	18	16	26	11	18	12	20	11	18	61
POSTTEST	LEVEL	5	19	31	21	34	13	21	2	3	6	10	61
DIFFERENCE	LEVEL	5	8	13	5	8	2	3	-10	-17	-5	-8	
			34	14	37	15	41	17	45	18	90	36	247
			57	23	68	28	48	19	25	10	49	20	247
			23	9	31	13	7	2	-20	-8	-41	-16	

1063

1064

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: GIDEONS ELEMENTARY SCHOOL

					ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	16	23	6	9	7	10	8	12	32	46	69
POSTTEST LEVEL 4	14	20	10	14	13	19	8	12	24	35	69
DIFFERENCE LEVEL 4	-2	-3	4	5	6	9	0	0	-8	-11	
PRETEST LEVEL 5	1	1	20	29	18	26	8	12	21	31	68
POSTTEST LEVEL 5	3	4	27	40	18	26	6	9	14	21	68
DIFFERENCE LEVEL 5	2	3	7	11	0	0	-2	-3	-7	-10	
	17	12	26	19	25	18	16	12	53	39	137
	17	12	37	27	31	23	14	10	38	28	137
	0	0	11	8	6	5	-2	-2	-15	-11	

1067

1068

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

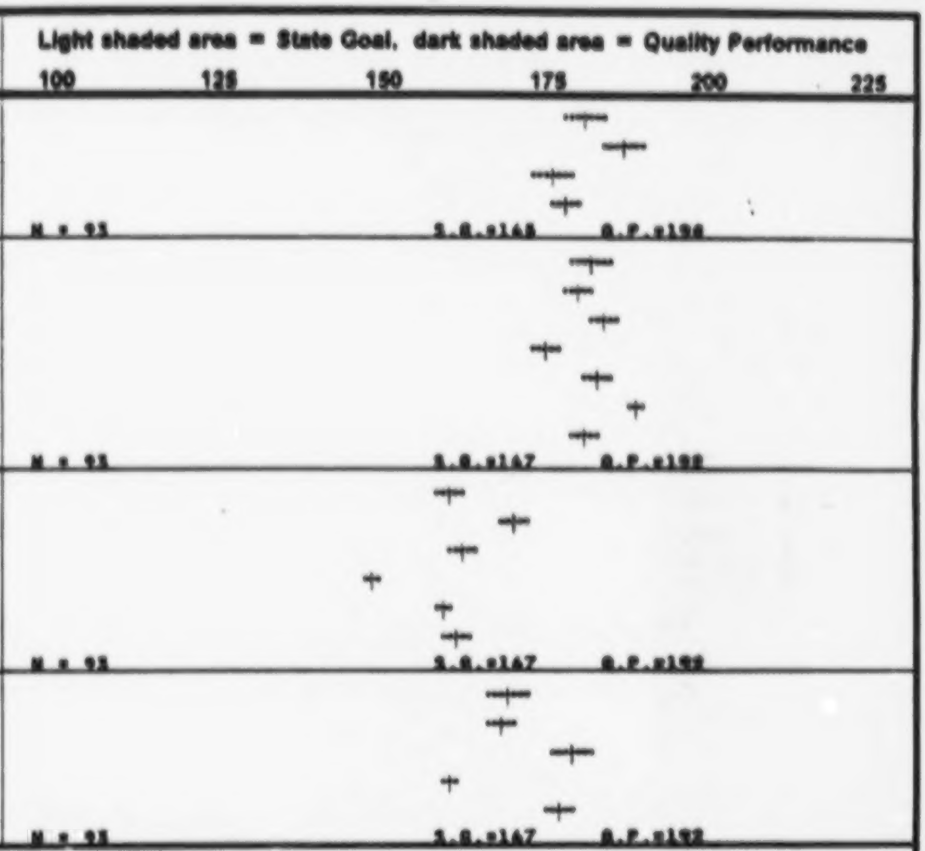
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: GIDEONS,CHARLES ELEM
School Code: 2560

Date Printed: 24NOV92
REVISED (Social Studies ONLY)



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	181 ±3
Literal Comp	187 ±3
Infer & Crit Comp	176 ±3
Reference & Study	178 ±2
MATHEMATICS	182 ±3
Numbers & Num Rel	180 ±2
Operations & Comp	184 ±2
Geometry	175 ±2
Measurement	183 ±2
Prob & Stat	189 ±1
PROBLEM SOLVING	181 ±2
SCIENCE	160 ±2
Life Science	170 ±2
Earth Science	162 ±2
Physical Science	148 ±1
Process Skills	159 ±1
Env/Sci/Tech/Soc	161 ±2
SOCIAL STUDIES	169 ±3
Communities	168 ±2
Citizenship	179 ±3
American Heritage	160 ±1
Skills	177 ±2

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

+ = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

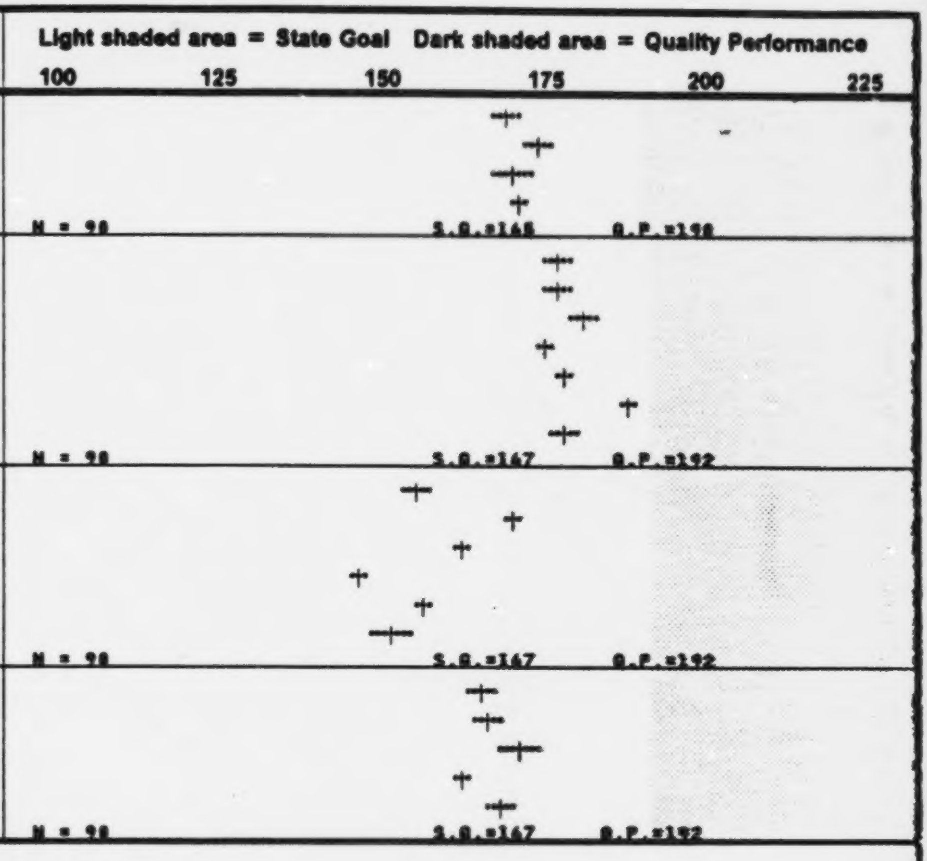
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: GIDEONS,CHARLES ELEM
School Code: 2560

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	169 ±2
Literal Comp	174 ±2
Infer & Crit Comp	170 ±3
Reference & Study	171 ±1
MATHEMATICS	177 ±2
Numbers & Num Rel	177 ±2
Operations & Comp	181 ±2
Geometry	175 ±1
Measurement	178 ±1
Prob & Stat	188 ±1
PROBLEM SOLVING	178 ±2
SCIENCE *	155 ±2
Life Science	170 ±1
Earth Science	162 ±1
Physical Science	146 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	151 ±3
SOCIAL STUDIES	165 ±2
Communities	166 ±2
Citizenship	171 ±3
American Heritage	162 ±1
Skills	168 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

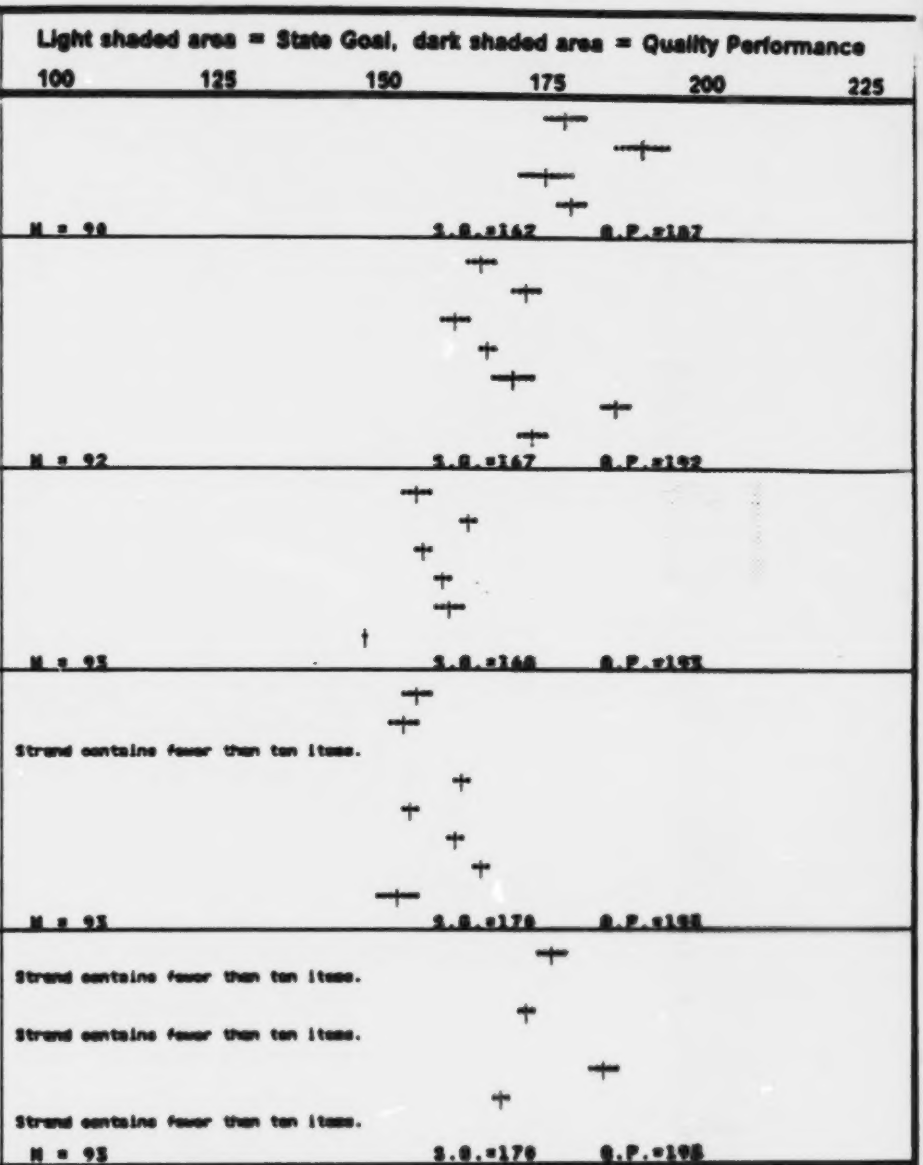
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GIDEONS,CHARLES ELEM
School Code: 2560

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	178 ±3	
Literal Comp	190 ±4	
Infer & Crit Comp	175 ±4	
Reference & Study	179 ±2	
		N = 90 S.G.=162 Q.P.=187
MATHEMATICS	165 ±2	
Numbers & Num Rel	172 ±2	
Operations & Comp	161 ±2	
Geometry	166 ±1	
Measurement	170 ±3	
Prob & Stat	186 ±2	
PROBLEM SOLVING	173 ±2	
		N = 92 S.G.=167 Q.P.=192
SCIENCE	155 ±2	
Life Science	163 ±1	
Earth Science	156 ±1	
Physical Science	159 ±1	
Process Skills	160 ±2	
Env/Sci/Tech/Soc	147 ±0	
		N = 93 S.G.=168 Q.P.=193
SOCIAL STUDIES	155 ±2	
Geog Regions	153 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	165 ±1	
Skills	152 ±3	
		N = 93 S.G.=170 Q.P.=195
HEALTH	176 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	172 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	184 ±2	
Growth, Dev & Fam	168 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 93 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1071

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

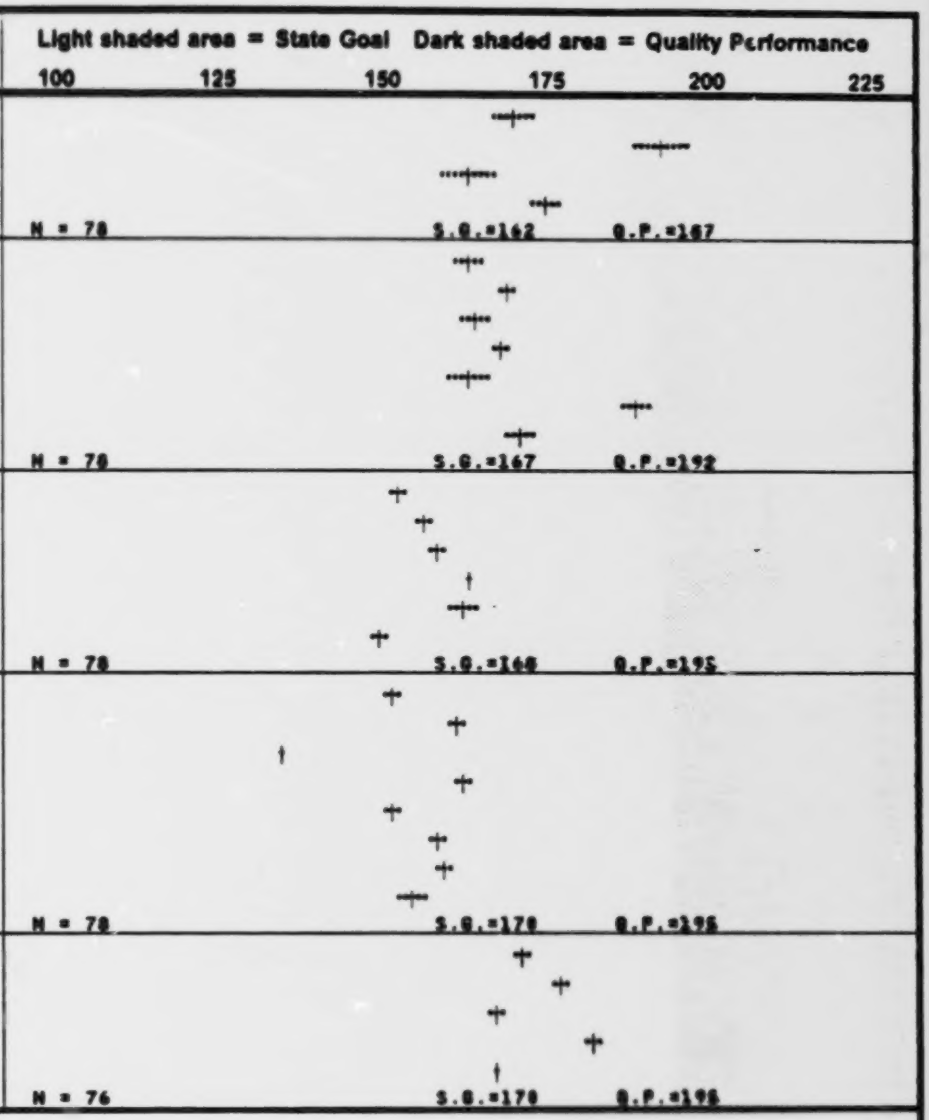
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GIDEONS,CHARLES ELEM
School Code: 2560

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	170 ±3
Literal Comp	193 ±4
Infer & Crit Comp	163 ±4
Reference & Study	175 ±2
MATHEMATICS	163 ±2
Numbers & Num Rel	169 ±1
Operations & Comp	164 ±2
Geometry	168 ±1
Measurement	163 ±3
Prob & Stat	189 ±2
PROBLEM SOLVING	171 ±2
SCIENCE	152 ±1
Life Science	156 ±1
Earth Science	158 ±1
Physical Science	163 ±0
Process Skills	162 ±2
Env/Sci/Tech/Soc	149 ±1
SOCIAL STUDIES	151 ±1
Geog Regions	161 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	158 ±1
U.S. 1932-present	159 ±1
Skills	154 ±2
HEALTH	171 ±1
Sfty/Prs/Mntl Hlth	177 ±1
Nutrition	167 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	167 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1072

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	87	79	63	80	95	
02	81	57	56	70	31	
03	89	68	39	72	67	
04	85	59	63	79	58	
05	69	76	37	67	62	
School Total	411	68	52	74	63	-11
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	87	92	76	84	91	
02	81	87	84	84	74	
03	89	49	37	65	60	
04	85	51	53	67	62	
05	69	53	46	53	62	
School Total	411	66	61	71	70	-1
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

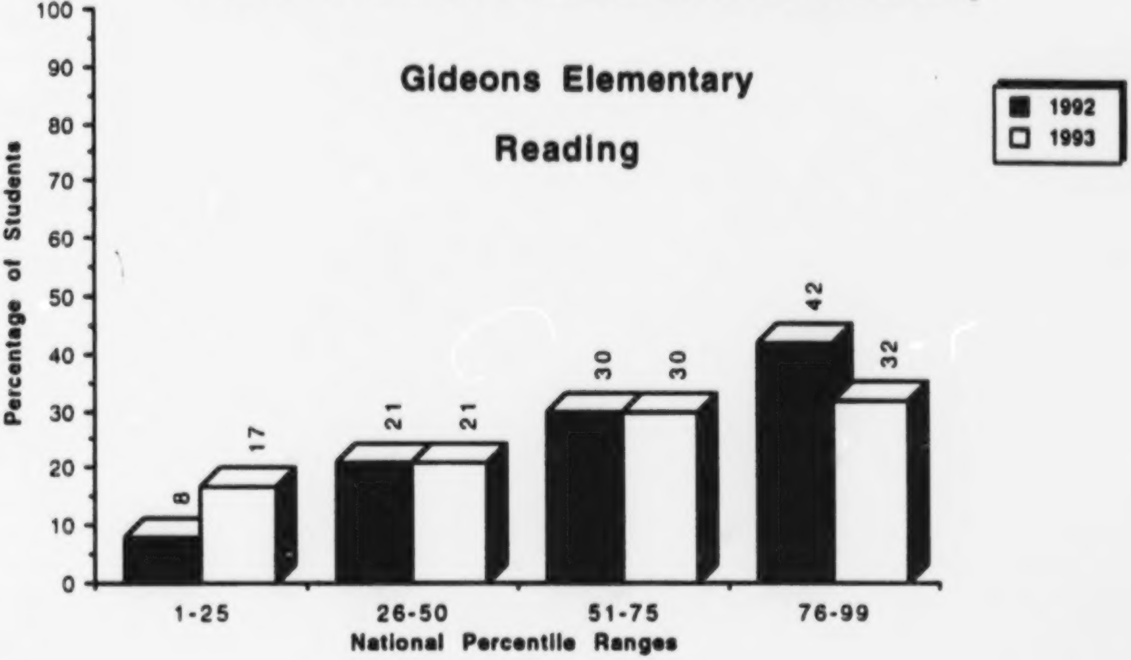
SCHOOL: 41329 GIDEONS ELEMENTARY SCHOOL

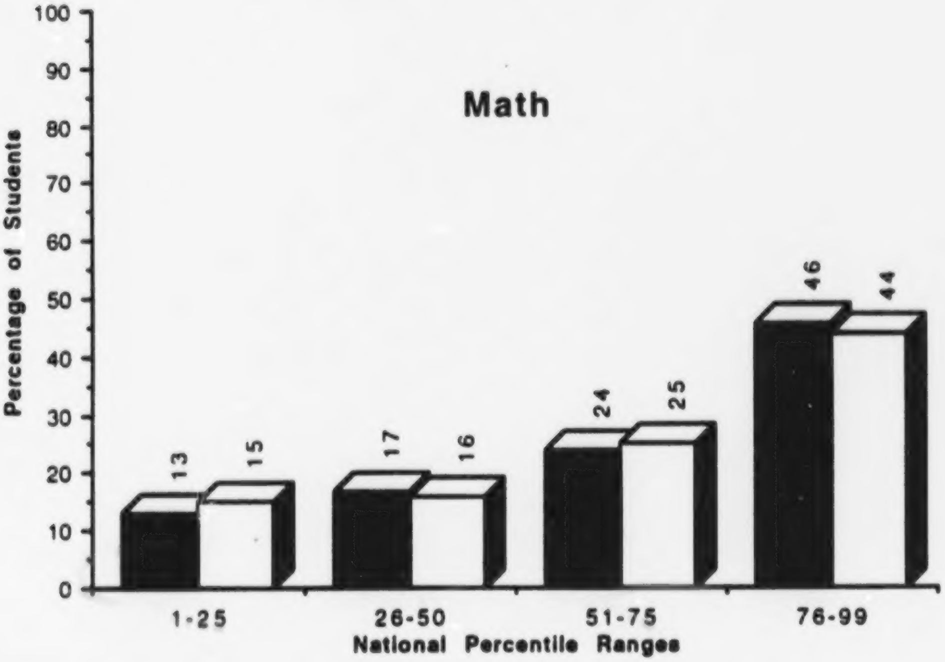
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	79	75	95	79	72	91
02	74	25	34	74	56	76
03	72	50	69	72	42	58
04	76	41	54	76	45	59
05	63	40	63	63	40	63
SCHOOL TOTAL	364	231	63	364	255	70
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	16	42	35	-7	13	34	42	8
03 SWP	29	38	48	10	13	37	36	-1
04 SWP	30	38	42	4	25	35	33	-2
05 SWP	16	38	45	7	18	34	38	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 GIDEONS ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02								
03	1	40	26	-14				
04	18	42	37	-5	17	34	35	1
05	15	46	45	-1	12	32	41	9

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 GIDEONS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	96	93			7	7	103
	System	5,184	95			294	5	5,478
01	School	90	95	2	2	3	3	95
	System	4,879	89	202	4	408	7	5,489
02	School	78	91	4	5	4	5	86
	System	4,527	91	257	5	185	4	4,969
03	School	94	99			1	1	95
	System	4,598	92	260	5	113	2	4,971
04	School	83	86	9	9	5	5	97
	System	4,608	94	227	5	82	2	4,917
05	School	83	99	1	1			84
	System	4,588	96	191	4	20		4,799
	School	524	94	16	3	20	4	560
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

GORDON
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

GORDON ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment decreased by 8.1 percent over a three year period compared to a decrease of 5.3 percent for the system. • Eighty percent of the pupils were on active roll for seven or more attendance periods. • The pupil mobility index was .81 which was extremely high compared to .38 for the system. • Seventy-four percent of the kindergarten pupils had from zero to 6 months of preschool experiences. • There was a slight increase in the percentage of pupil attendance from FY '92 to FY '93, but the percentage for FY '93 was slightly lower than that for the system. • There was a slight decrease in the percentage of certified staff attendance from FY '92 to FY '93; however, it was slightly higher than that for the system in FY '93.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Of the five capabilities, only the Physical had a percentage of ninety or more receiving a "yes" rating. On the Communicative and Logical-Mathematical capabilities (assessed by structured activities), all of the key indicators had percentages of 80 or below that received "yes" ratings; therefore, all key indicators suggest a need for attention.
B. What was the ending performance of kindergarten students in writing?	• Systemwide the majority of kindergarten students were in Stages 6 or 7 by the end of the year. At the school only 12.5 percent were in these two stages, and the majority (69.6 percent) of the Gordon students were in the lower Stage 4.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 14 percent fewer students in the Needs Improvement category and 17 percent more students in the Excellent/Upper Adequate categories. • For nonfiction matched scores there were 5 percent fewer students in the Lower Adequate category but 7 percent more in the Needs Improvement category. Also, there were 6 percent more students in the Excellent/Upper Adequate categories but 7 percent fewer students in the Middle Adequate category. (It is the goal to reduce percentages in the Needs Improvement/Lower Adequate categories and to increase percentages in the Middle/Upper Adequate and Excellent categories.)

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics (1992 and 1993) and in Social Studies (1993). The scores also met or exceeded the state goal on the Literal Comprehension and Reference and Study strands (1992 and 1993) and Inference and Critical Comprehension strand (1993) in Reading; all Mathematics strands in 1992 and 1993; the Life Science strand (1992 and 1993) and Earth Science strand (1993) in Science; two of the four strands (1992) and three of the four strands (1993) in Social Studies.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Health (1992 and 1993) and in Mathematics and Social Studies (1993). Additionally, the scores met or exceeded the state goal on all three strands in Reading (1992 and 1993); the Probability and Statistics strand in Mathematics (1992); all six Mathematics strands (1993); Geographical Regions strand in Social Studies (1993); the Safety/Personal Health/Mental Health strand, and the Nutrition strand in Health (1993); and Substance Abuse strand in Health (1992 and 1993). The scores indicated quality performance for 1993 in the content area of Language Arts/Reading, in all three of the Reading strands and on the Probability and Statistics strand in Mathematics.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	- From FY '92 to FY '93, the school showed an increase of three in reading and 10 for mathematics in the percentage of students at or above national norm. These percentages compared to a decrease of three in reading and a decrease of three in mathematics for the system.
B. Students who attended the school for seven or more attendance periods?	- In comparison to all students tested, those who were enrolled for seven or more attendance periods had higher percentages of students at or above national norm in reading and mathematics.
C. The percentage of students scoring within each quadrant?	- There were increases from FY'92 to FY'93 in the percentages of students scoring in the two highest quadrants and decreases in percentages scoring in the two lowest quadrants for both reading and mathematics.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	- There were increases in NCE for the Chapter I reading program at grades three, four, and five and a decrease in NCE at grade two. In the mathematics program, there were increases in NCE at grades two, three, and five and a decrease at grade four.
B. Remedial Education Program (REP)	- There was a decrease in NCE for REP reading students at grade two but an increase in NCE at grades three, four, and five. The students in the mathematics program showed NCE increases at grades two and five but decreases in NCE at grades three and four.

Critical Questions	**Findings**
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Eighty-seven percent of the students at the school were promoted compared with 93 percent for the system; 4 percent were administratively placed which was the same as that for the system and 9 percent were retained compared to 4 percent for the system. It should be noted that 11 students (20 percent) of the kindergarten students were retained, so this should be considered with the GKAP and Stages of Writing results.

PA:sm - SR#33
Department of Research and Evaluation
October 25, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
GORDON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	357	333	328	-5	-1.5	-29	-8.1
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	261	80	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	67	20	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	182	55	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	59	18	3873	12
MOBILITY INDEX	.81		.38	
3. PUPIL-TEACHER RATIO	23.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	105	32	15734	50
CHAPTER I MATH	53	16	14903	47
REP READING	54	16	4384	14
REP MATH	54	16	3768	12
BILINGUAL	2	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	2	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	39	74	2391	45
FIRST GRADE - APS K-GARTEN	40	83	4862	90
FIRST GRADE - NON-APS K-GARTEN	8	17	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.3		94.4
1991-92		93.5		94.1
1992-93		94.0		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.7		97.2
1991-92		98.2		97.4
1992-93		97.8		97.4

Gordon Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	80	93	92
II. Logical-Mathematical	80	93	93
III. Physical	93	97	96
IV. Personal	86	94	92
V. Social	86	94	93
Total Number Reported	56	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	79	93	92
B. Processes Auditory Information	80	92	92
C. Communicates Orally	75	91	92
D. Demonstrates Emergent Literacy	61	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	66	90	91
B. Makes Comparisons	71	91	91
C. Knows Numbers 1 to 10	80	93	93
D. Extends Patterns	79	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. **COMMUNICATIVE CAPABILITY**

A. **Processes Visual Information**
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. **Process Auditory Information**
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. **Communicates Orally**
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. **Demonstrates Emergent Literacy**
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. **LOGICAL-MATHEMATICAL CAPABILITY**

A. **Sorts Sets of Objects**
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. **Makes Comparisons**
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. **Knows Numbers 1 to 10**
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. **Extends Patterns**
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. **PHYSICAL CAPABILITY**

A. **Demonstrates Fine Motor Coordination**
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. **Understands Spatial Concepts**
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. **Performs Basic Locomotor Skills**
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. **Performs Basic Manipulative Skills**
- grasping, releasing, throwing, catching, kicking, and striking

IV. **PERSONAL CAPABILITY**

A. **Demonstrates a Positive Self-Concept**
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. **Initiates Independent Activities**
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. **Acts Responsibly**
- follows classroom rules
- treats others and their belongings with respect

V. **SOCIAL CAPABILITY**

A. **Participation in Group Activities**
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. **Carries Out Assigned Tasks**
- carries out tasks to completion that are assigned by the teacher

---

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
GORDON ELEMENTARY SCHOOL 42336

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	5	8.9
STAGE 2: SCRIBBLE WRITER	3	5.4
STAGE 3: INVENTED WORD WRITER	2	3.6
STAGE 4: COPIER	39	69.6
STAGE 6: PHRASE/SENTENCE WRITER	5	8.9
STAGE 7: SIMPLE STORY WRITER	2	3.6
TOTAL NUMBER	56	100.0

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

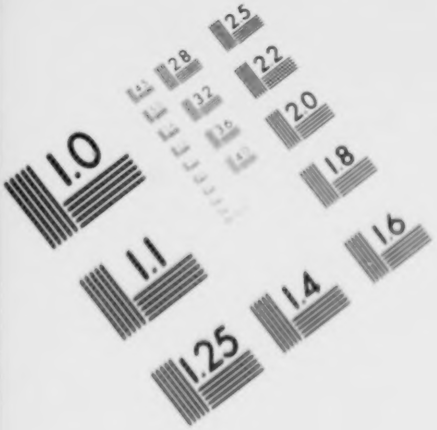
R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: GORDON ELEMENTARY SCHOOL

					ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	2	6	7	21	11	33	4	12	9	27	33
POSTTEST LEVEL 2	4	12	8	24	10	30	5	15	6	18	33
DIFFERENCE LEVEL 2	2	6	1	3	-1	-3	1	3	-3	-9	
PRETEST LEVEL 3	7	18	19	50	8	21	0	0	4	11	38
POSTTEST LEVEL 3	15	39	11	29	7	18	2	5	3	8	38
DIFFERENCE LEVEL 3	8	21	-8	-21	-1	-3	2	5	-1	-3	
PRETEST LEVEL 4	3	8	4	10	7	18	8	21	17	44	39
POSTTEST LEVEL 4	10	26	10	26	6	15	8	21	5	13	39
DIFFERENCE LEVEL 4	7	18	6	16	-1	-3	0	0	-12	-31	
PRETEST LEVEL 5	14	38	10	27	5	14	3	8	5	14	37
POSTTEST LEVEL 5	13	35	19	51	4	11	1	3	0	0	37
DIFFERENCE LEVEL 5	-1	-3	9	24	-1	-3	-2	-5	-5	-14	
	26	18	40	27	31	21	15	10	35	24	147
	42	29	48	33	27	18	16	11	14	10	147
	16	11	8	6	-4	-3	1	1	-21	-14	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.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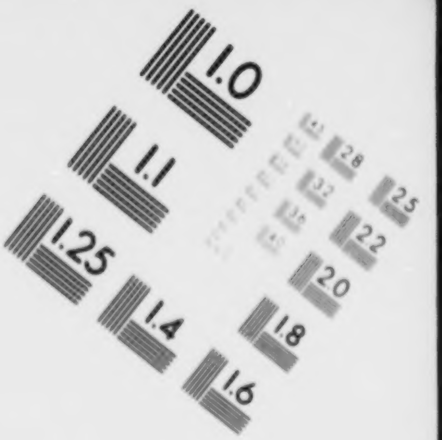
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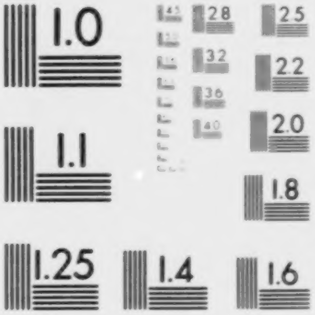
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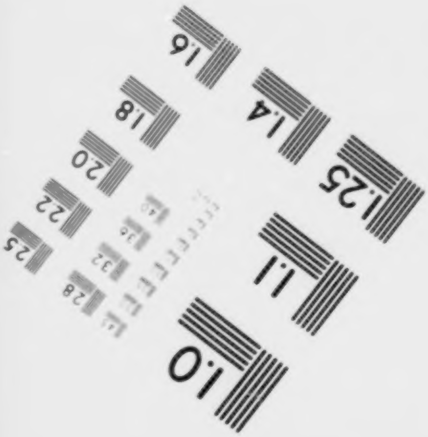
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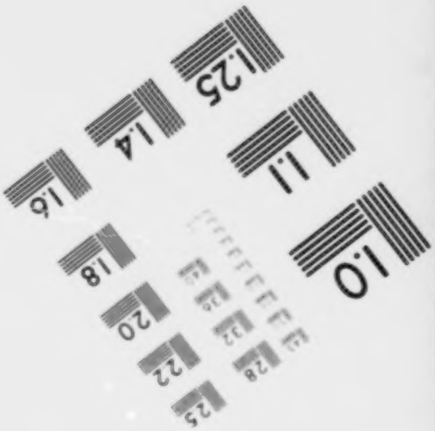
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Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: GORDON ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	5	12	10	24	11	27	10	24	5	12	41
POSTTEST LEVEL 4	6	15	11	27	10	24	5	12	9	22	41
DIFFERENCE LEVEL 4	1	3	1	3	-1	-3	-5	-12	4	10	
PRETEST LEVEL 5	6	19	11	34	10	31	4	13	1	3	32
POSTTEST LEVEL 5	7	22	12	38	6	19	5	16	2	6	32
DIFFERENCE LEVEL 5	1	3	1	4	-4	-12	1	3	1	3	
	11	15	21	29	21	29	14	19	6	8	73
	13	18	23	32	16	22	10	14	11	15	73
	2	3	2	3	-5	-7	-4	-5	5	7	

1112

1113

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

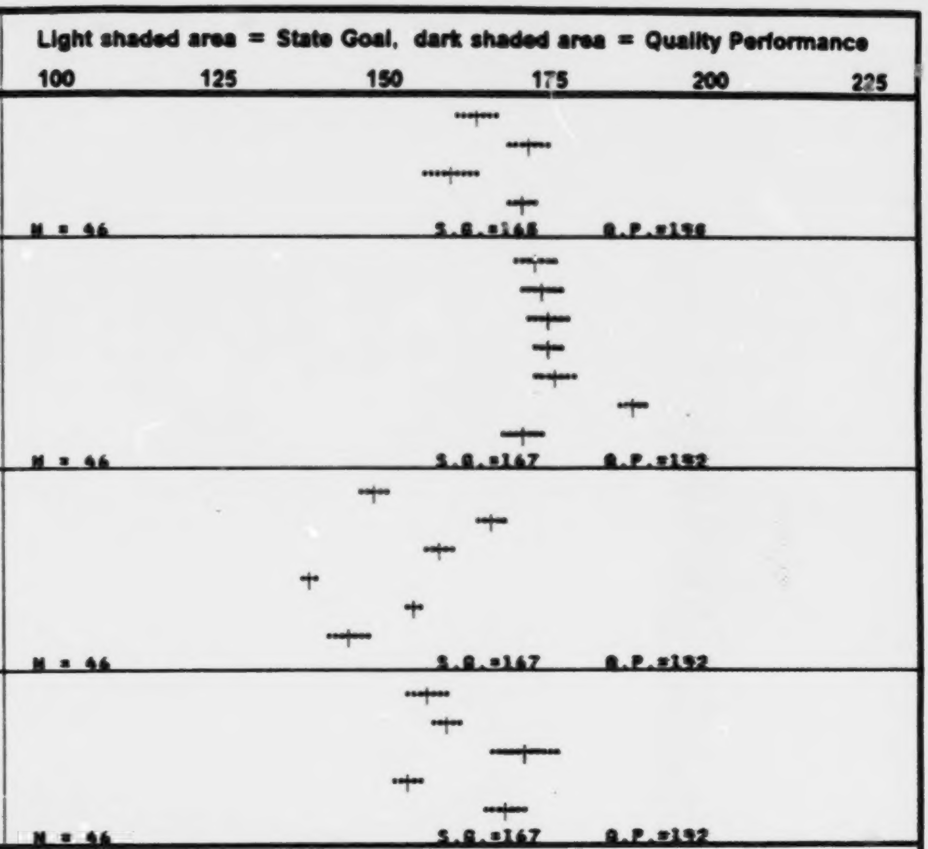
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: GORDON ELEM
School Code: 4060

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±3
Literal Cump	172 ±3
Infer & Crit Comp	160 ±4
Reference & Study	171 ±2
MATHEMATICS	173 ±3
Numbers & Num Rel	174 ±3
Operations & Comp	175 ±3
Geometry	175 ±2
Measurement	176 ±3
Prob & Stat	188 ±2
PROBLEM SOLVING	171 ±3
SCIENCE	148 ±2
Life Science	166 ±2
Earth Science	158 ±2
Physical Science	138 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	144 ±3
SOCIAL STUDIES	156 ±3
Communities	159 ±2
Citizenship	171 ±5
American Heritage	153 ±2
Skills	168 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1114

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

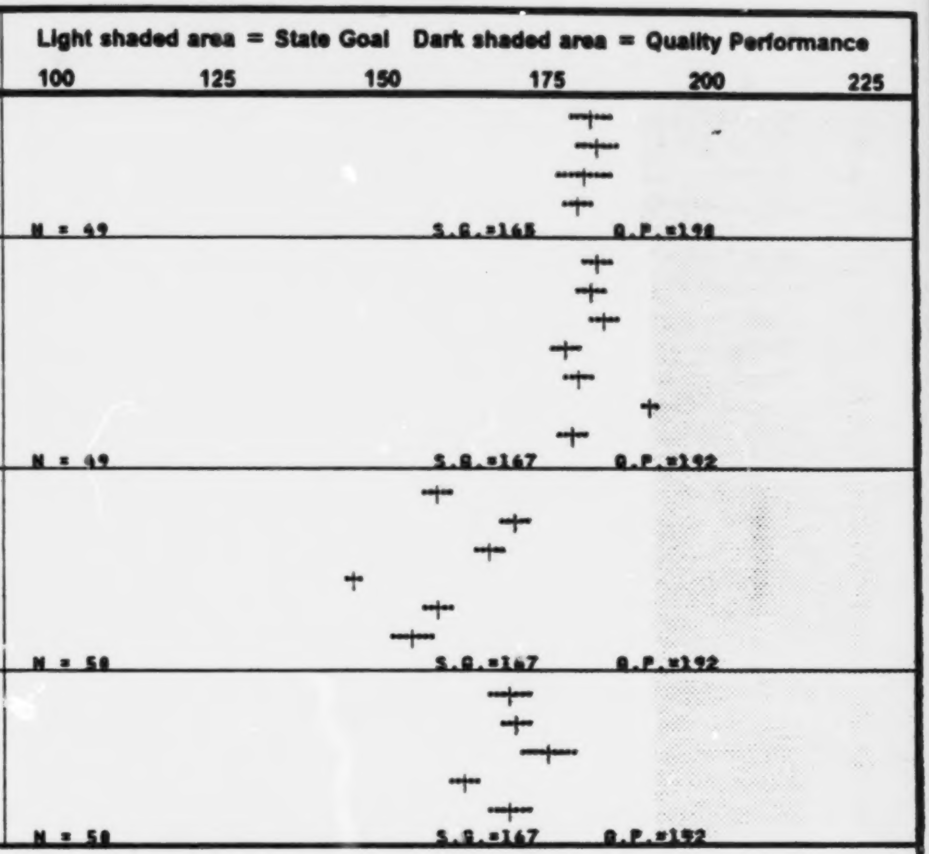
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY.
System Code: 761
School Name: GORDON ELEM
School Code: 4060

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	182 ±3
Literal Comp	183 ±3
Infer & Crit Comp	181 ±4
Reference & Study	180 ±2
MATHEMATICS	183 ±2
Numbers & Num Rel	182 ±2
Operations & Comp	184 ±2
Geometry	178 ±2
Measurement	180 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	179 ±2
SCIENCE *	158 ±2
Life Science	170 ±2
Earth Science	166 ±2
Physical Science	145 ±1
Process Skills	158 ±2
Env/Sci/Tech/Soc	154 ±3
SOCIAL STUDIES	169 ±3
Communities	170 ±2
Citizenship	175 ±4
American Heritage	162 ±2
Skills	169 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

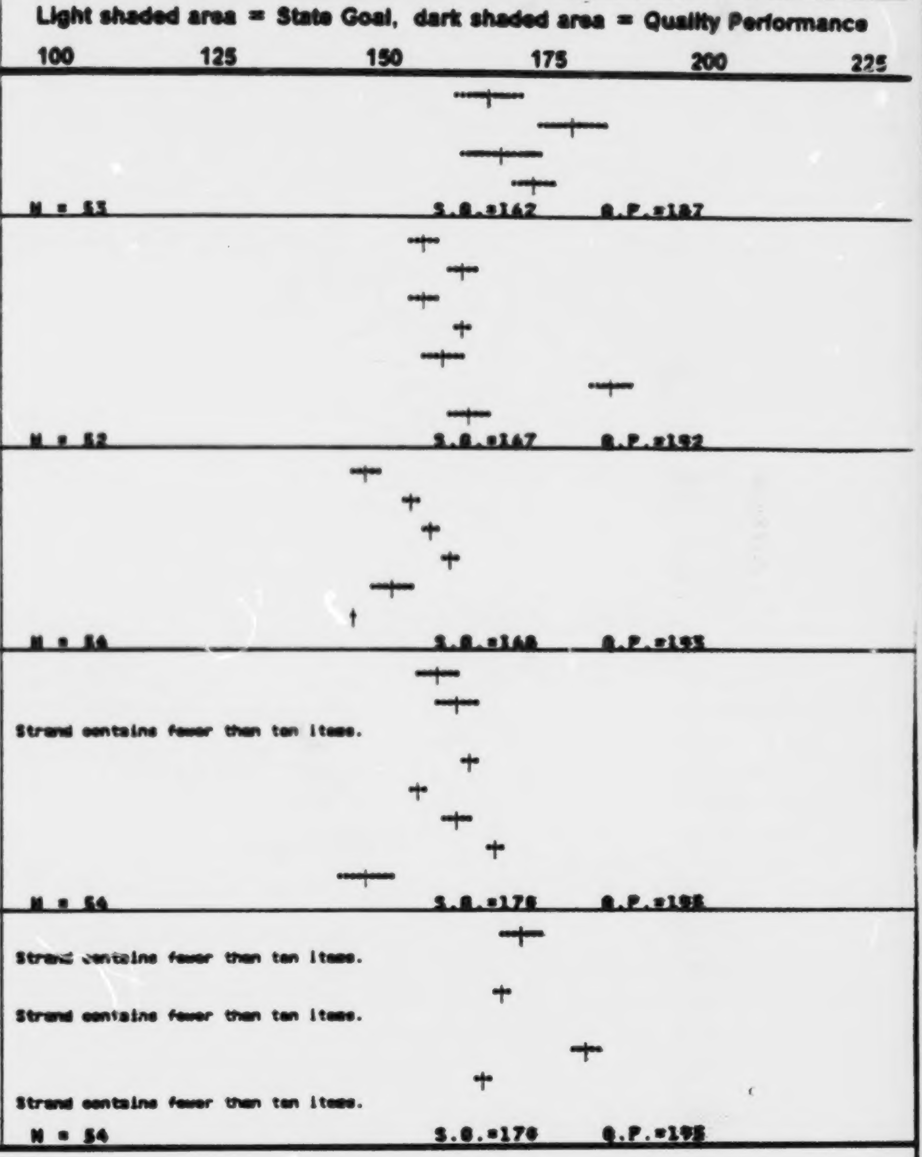
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GORDON ELEM
School Code: 4060

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	166 ±5	
Literal Comp	179 ±5	
Infer & Crit Comp	168 ±6	
Reference & Study	173 ±3	
		N = 53 S.G.=162 Q.P.=187
MATHEMATICS	156 ±2	
Numbers & Num Rel	162 ±2	
Operations & Comp	156 ±2	
Geometry	162 ±1	
Measurement	159 ±3	
Prob & Stat	185 ±3	
PROBLEM SOLVING	163 ±3	
		N = 52 S.G.=167 Q.P.=192
SCIENCE	147 ±2	
Life Science	154 ±1	
Earth Science	157 ±1	
Physical Science	160 ±1	
Process Skills	151 ±3	
Env/Sci/Tech/Soc	145 ±0	
		N = 54 S.G.=168 Q.P.=193
SOCIAL STUDIES	158 ±3	
Geog Regions	161 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	163 ±1	
U.S. 1791-1875	155 ±1	
U.S. 1875-1932	161 ±2	
U.S. 1932-present	167 ±1	
Skills	147 ±4	
		N = 54 S.G.=170 Q.P.=195
HEALTH	171 ±3	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	181 ±2	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 54 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
--- = the standard error (S.E.)

1116

GEORGIA CURRICULUM BASED ASSESSMENT

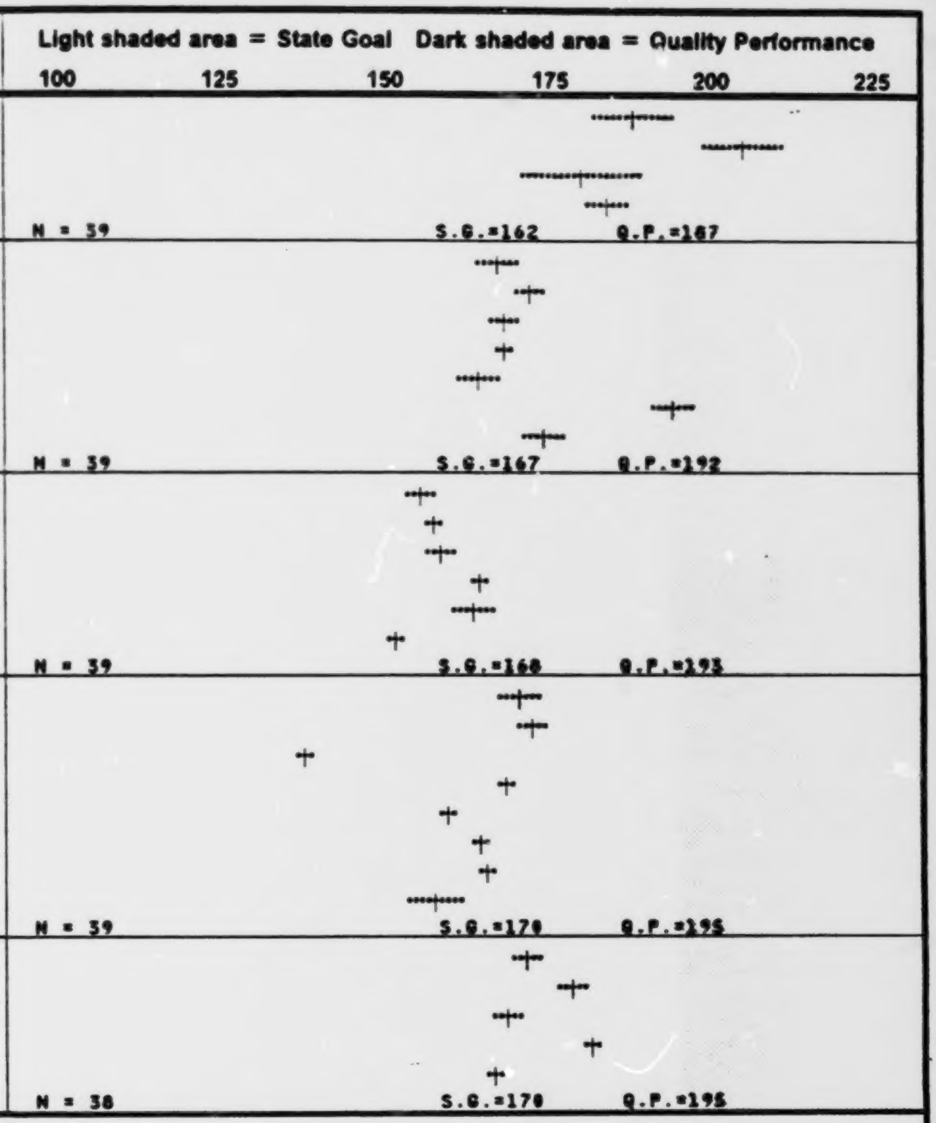
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GORDON ELEM
School Code: 4060

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	188 ±6
Literal Comp	205 ±6
Infer & Crit Comp	180 ±9
Reference & Study	184 ±3
MATHEMATICS	167 ±3
Numbers & Num Rel	172 ±2
Operations & Comp	168 ±2
Geometry	168 ±1
Measurement	164 ±3
Prob & Stat	194 ±3
PROBLEM SOLVING	174 ±3
SCIENCE	155 ±2
Life Science	157 ±1
Earth Science	158 ±2
Physical Science	164 ±1
Process Skills	163 ±3
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	170 ±3
Geog Regions	172 ±2
Canada Hist/Geog	137 ±1
U.S. pre-1791	168 ±1
U.S. 1791-1875	159 ±1
U.S. 1875-1932	164 ±1
U.S. 1932-present	165 ±1
Skills	157 ±4
HEALTH	171 ±2
Sfty/Prs/Mntl Hlth	178 ±2
Nutrition	168 ±2
Substance Abuse	181 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	46	78	61	37	67	
02	40	40	46	40	43	
03	52	55	65	30	25	
04	48	28	16	33	35	
05	40	75	56	46	38	
School Total	226	54	49	38	41	3
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	46	76	58	42	67	
02	40	65	50	65	53	
03	51	49	69	46	57	
04	48	46	39	31	42	
05	40	77	38	42	63	
School Total	225	62	51	46	56	10
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42336 GORDON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	41	27	66	41	26	63
02	35	16	46	35	20	57
03	41	11	27	41	26	63
04	39	14	36	39	16	41
05	36	14	39	36	22	61
SCHOOL TOTAL	192	82	43	192	110	57
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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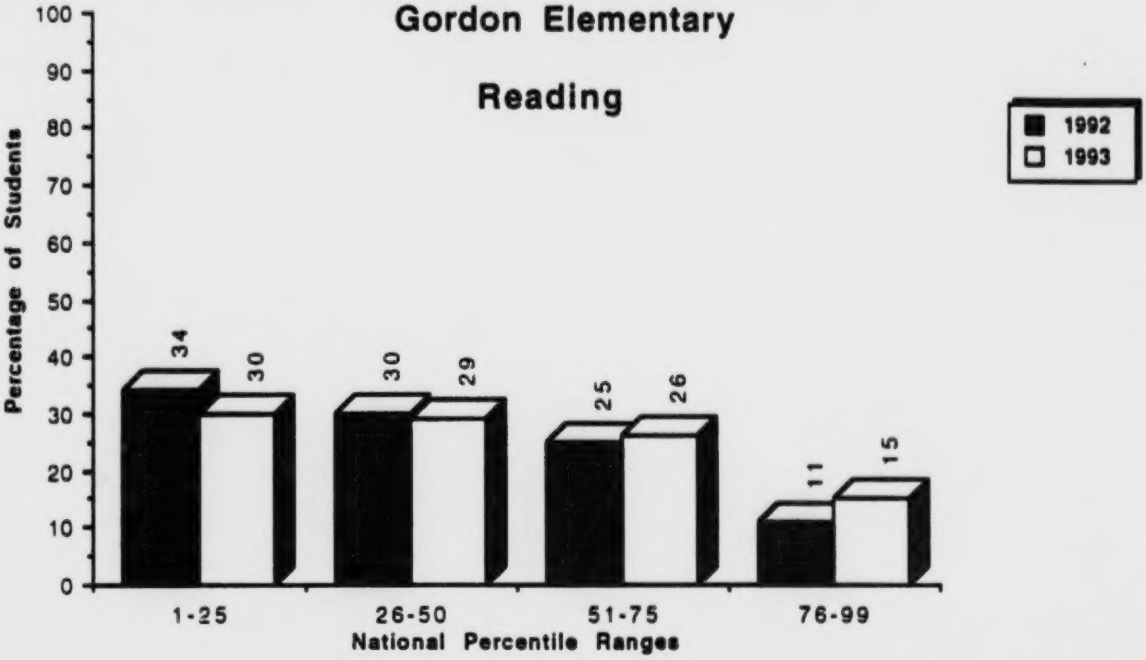
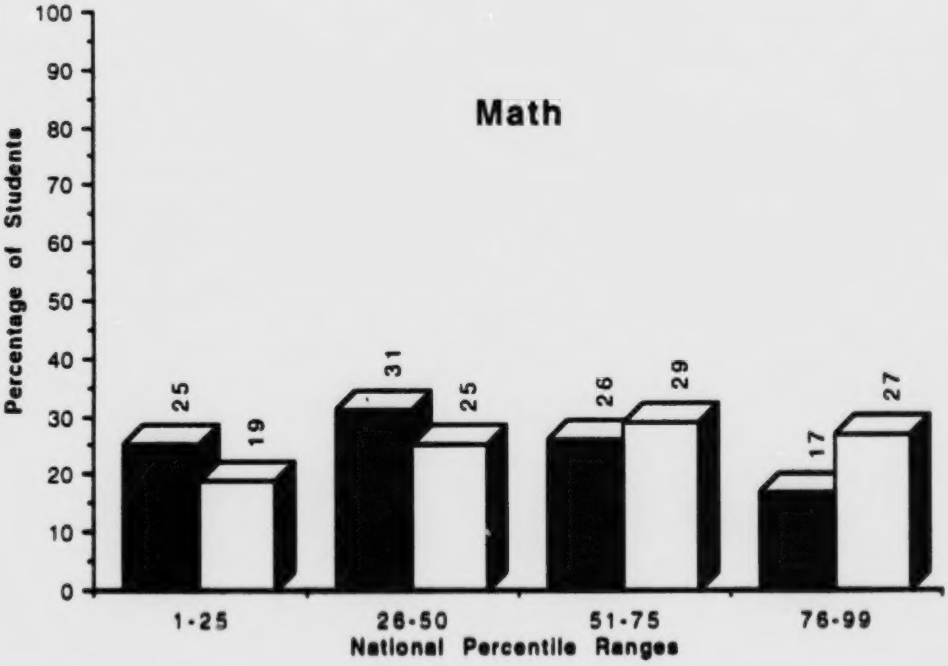
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency


Gordon Elementary

Reading


Math

10/06/93 GORDON ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	13	37	27	-10	12	32	38	6
03 Non SWP	24	32	36	4	3	50	52	2
04 Non SWP	24	36	40	4	19	38	36	-2
05 Non SWP	19	34	38	4	18	35	45	10

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	10	39	31	-8	9	36	40	4
03	16	33	34	1	16	45	43	-2
04	13	31	33	2	13	38	35	-3
05	12	32	37	5	12	34	41	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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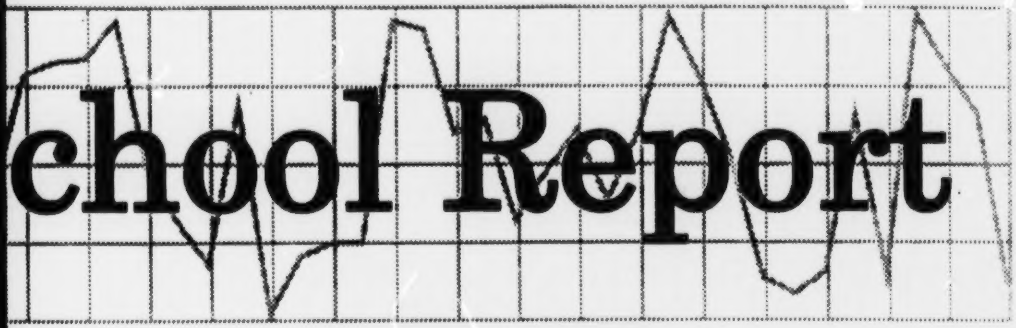
* Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	45	80			11	20	56
	System	5,184	95			294	5	5,478
01	School	40	77	5	10	7	13	52
	System	4,879	89	202	4	408	7	5,489
02	School	39	89	3	7	2	5	44
	System	4,527	91	257	5	185	4	4,969
03	School	49	91	2	4	3	6	54
	System	4,598	92	260	5	113	2	4,971
04	School	43	90	1	2	4	8	48
	System	4,608	94	227	5	82	2	4,917
05	School	40	100					40
	System	4,588	96	191	4	20		4,799
	School	256	87	11	4	27	9	294
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

GUICE
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1129

GUICE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	**Findings**
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• In contrast to the decline in student enrollment systemwide, enrollment at Guice increased. • The student mobility index of .61 was considerably higher than the system index of .38. Twenty-eight percent of the students were enrolled less than seven attendance periods. • Almost three-fourths of the kindergarten students entered school with no preschool experience. • All first grade students attended kindergarten. • Student attendance declined from 93.5 percent in 1991 - 92 to 91.6 percent in 1992 - 93 and remained below the system percentage (94.2). • Staff attendance remained stable and was above the system average.

Critical Questions	**Findings**
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• For both the Communicative and Logical Mathematics Capabilities, the percentages of kindergaren students receiving "Yes" ratings were below the corresponding system and state percentages. Within the Communicative Capability, particular attention is needed in the area of Emergent Literacy. Within the Logical-Mathematical Capability, particular attention is needed in Sorting Sets of Objects.
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students were in the initial stages of writing (Stages 1 - 4) at the end of the school year. Only 20 percent of the students were Phrase/Sentence Writers (Stage 6) or Simple Story Writers (Stage 7).
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• By the end of the school year there was an increase at all grade levels in the percentages of students with scores in the Excellent and Upper Adequate ranges and a corresponding decrease in the percentages of students with scores in the Lower Adequate and Needs Improvement ranges.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics and in the following strands: Literal Comprehension and Reference and Study Skills (Language Arts), all strands in Mathematics, and Citizenship and Skills (Social Studies). Additional strands for which the state goal was met or exceeded in 1993 only included Inference and Critical Comprehension, Life Science, and Communities. Quality performance was not indicated in any of the content areas or strands either year.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	• When the standard error is taken into account, the scores of fifth grade students met or exceeded the state goal in the area of Language Arts in both 1992 and 1993 and in the area of Health in 1992 only. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts); Numbers and Number Relations, Probability and Statistics, and Problem Solving (Mathematics); and Substance Abuse (Health). Quality performance was indicated on the Literal Comprehension strand both years.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. The one grade having at least 50 percent of the students with scores at or above the national norm was grade 4.
B. Students who attended the school for seven or more attendance periods?	• Compared to the entire student body tested, a slightly greater percentage of the students who attended school at least seven attendance periods had scores at or above the national norm in reading. In mathematics, the reverse was true.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: (continued)	
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, there were decreases in the percentages of students with scores in the highest quadrant (76th - 99th percentile range) and increases in the percentages of students with scores in the lowest quadrant (1st - 25th percentile range).
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• The only grade in which Chapter I students made NCE gains in both reading and mathematics was grade 4. There were NCE losses in each of the other grades.
B. Remedial Education Program (REP)	• Likewise, REP students exhibited NCE gains in grade 4 only. At this grade, these gains were greater than those made by REP students systemwide.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	• Eighty-eight percent of the students at Guice were promoted to the next grade at the end of the school year. In comparison, 93 percent of the students were promoted systemwide. The largest percentages of retainees were in kindergarten and grade 1. The largest percentage of administratively placed students was in grade 3.

CV:sm - SR#35
Department of Research and Evaluation
November 1, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
GUICE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	266	260	284	24	9.2	18	6.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	204	72	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	80	28	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	121	43	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	41	14	3873	12
MOBILITY INDEX	.61		.38	
3. PUPIL-TEACHER RATIO	23.7		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	91	32	15734	50
CHAPTER I MATH	72	25	14903	47
REP READING	59	21	4384	14
REP MATH	58	20	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	30	11	2028	6
BILINGUAL	3	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	11	28	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	28	72	2391	45
FIRST GRADE - APS K-GARTEN	40	82	4862	90
FIRST GRADE - NON-APS K-GARTEN	9	18	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.3		94.4
1991-92		93.5		94.1
1992-93		91.6		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.6		97.2
1991-92		97.7		97.4
1992-93		97.6		97.4

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	68	93	92
II. Logical-Mathematical	79	93	93
III. Physical	96	97	96
IV. Personal	96	94	92
V. Social	96	94	93
Total Number Reported	47	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	91	93	92
B. Processes Auditory Information	87	92	92
C. Communicates Orally	85	91	92
D. Demonstrates Emergent Literacy	66	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	66	90	91
B. Makes Comparisons	91	91	91
C. Knows Numbers 1 to 10	89	93	93
D. Extends Patterns	87	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
GUICE ELEMENTARY SCHOOL 42364

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	3	6.1
STAGE 3: INVENTED WORD WRITER	17	34.7
STAGE 4: COPIER	18	36.7
STAGE 5: NEW WORD WRITER	1	2.0
STAGE 6: PHRASE/SENTENCE WRITER	9	18.4
STAGE 7: SIMPLE STORY WRITER	1	2.0
TOTAL NUMBER	49	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: GUICE ELEMENTARY SCHOOL

				ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	0	0	4	12	10	30	6	18	13	39	33
POSTTEST LEVEL 2	5	15	11	33	7	21	4	12	6	18	33
DIFFERENCE LEVEL 2	5	15	7	21	-3	-9	-2	-6	-7	-21	
PRETEST LEVEL 3	1	3	7	19	11	31	7	19	10	28	36
POSTTEST LEVEL 3	5	14	16	44	7	19	4	11	4	11	36
DIFFERENCE LEVEL 3	4	11	9	25	-4	-12	-3	-8	-6	-17	
PRETEST LEVEL 4	3	10	9	29	7	23	5	16	7	23	31
POSTTEST LEVEL 4	13	42	9	29	7	23	0	0	2	6	31
DIFFERENCE LEVEL 4	10	32	0	0	0	0	-5	-16	-5	-17	
PRETEST LEVEL 5	0	0	5	13	11	28	13	33	11	28	40
POSTTEST LEVEL 5	1	3	12	30	10	25	12	30	5	13	40
DIFFERENCE LEVEL 5	1	3	7	17	-1	-3	-1	-3	-6	-15	
	4	3	25	18	39	28	31	22	41	29	140
	24	17	48	34	31	22	20	14	17	12	140
	20	14	23	16	-8	-6	-11	-8	-24	-17	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: GUICE ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	6	19	9	29	4	13	2	6	10	32	31
POSTTEST LEVEL 4	22	71	8	26	0	0	0	0	1	3	31
DIFFERENCE LEVEL 4	16	52	-1	-3	-4	-13	-2	-6	-9	-29	
PRETEST LEVEL 5	0	0	7	16	8	18	10	23	19	43	44
POSTTEST LEVEL 5	15	34	14	32	9	20	6	14	0	0	44
DIFFERENCE LEVEL 5	15	34	7	16	1	2	-4	-9	-19	-43	
	6	8	16	21	12	16	12	16	29	39	75
	37	49	22	29	9	12	6	8	1	1	75
	31	41	6	8	-3	-4	-6	-8	-28	-38	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

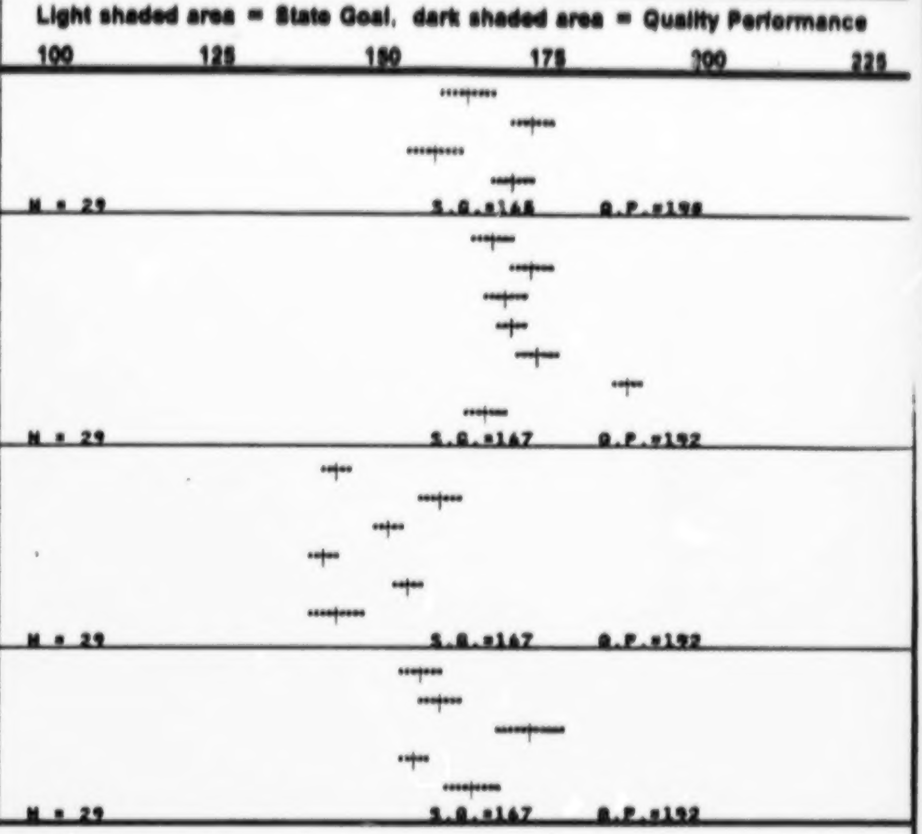
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: GUICE ELEM
School Code: 1061

Date Printed: 24NOV92
REVISED (Social Studies ONLY



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±4
Literal Comp	173 ±3
Infer & Crit Comp	158 ±4
Reference & Study	170 ±3
MATHEMATICS	167 ±3
Numbers & Num Rel	173 ±3
Operations & Comp	169 ±3
Geometry	170 ±2
Measurement	174 ±3
Prob & Stat	188 ±2
PROBLEM SOLVING	166 ±3
SCIENCE	143 ±2
Life Science	159 ±3
Earth Science	151 ±2
Physical Science	141 ±2
Process Skills	154 ±2
Env/Sci/Tech/Soc	143 ±4
SOCIAL STUDIES	156 ±3
Communities	159 ±3
Citizenship	173 ±5
American Heritage	155 ±2
Skills	164 ±4

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1159

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

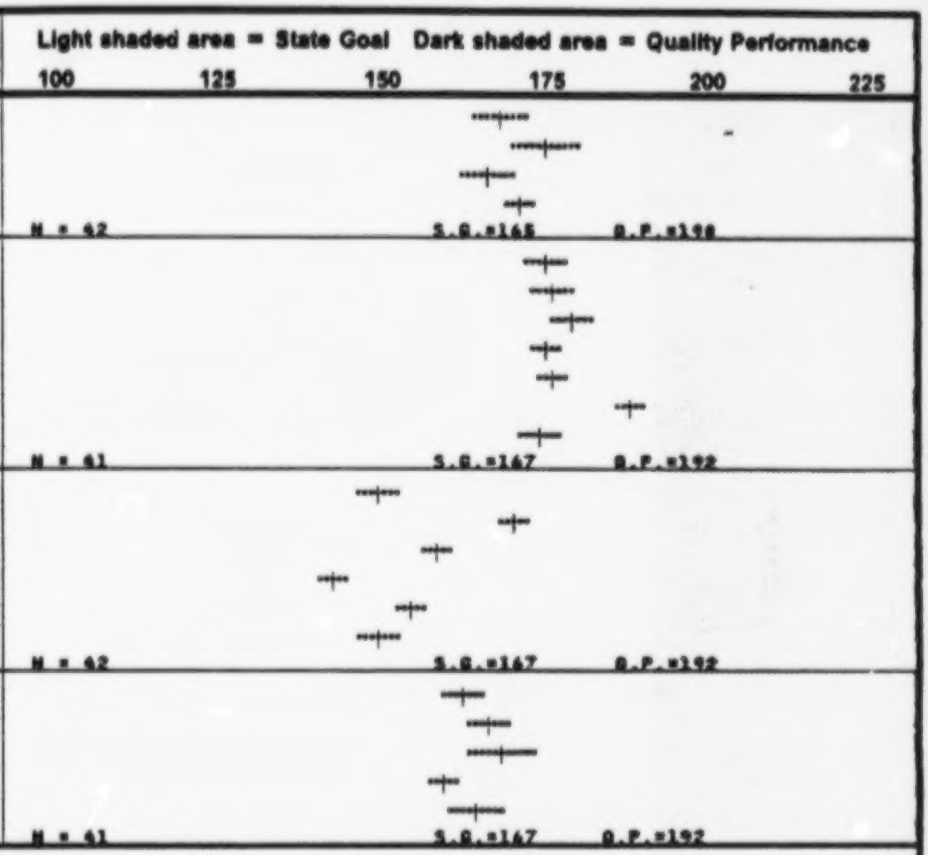
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: GUICE ELEM
School Code: 1061

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	168 ±4
Literal Comp	175 ±5
Infer & Crit Comp	166 ±4
Reference & Study	171 ±2
MATHEMATICS	175 ±3
Numbers & Num Rel	176 ±3
Operations & Comp	179 ±3
Geometry	175 ±2
Measurement	176 ±2
Prob & Stat	188 ±2
PROBLEM SOLVING	174 ±3
SCIENCE *	149 ±3
Life Science	170 ±2
Earth Science	158 ±2
Physical Science	142 ±2
Process Skills	154 ±2
Env/Sci/Tech/Soc	149 ±3
SOCIAL STUDIES	162 ±3
Communities	166 ±3
Citizenship	168 ±5
American Heritage	159 ±2
Skills	164 ±4



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

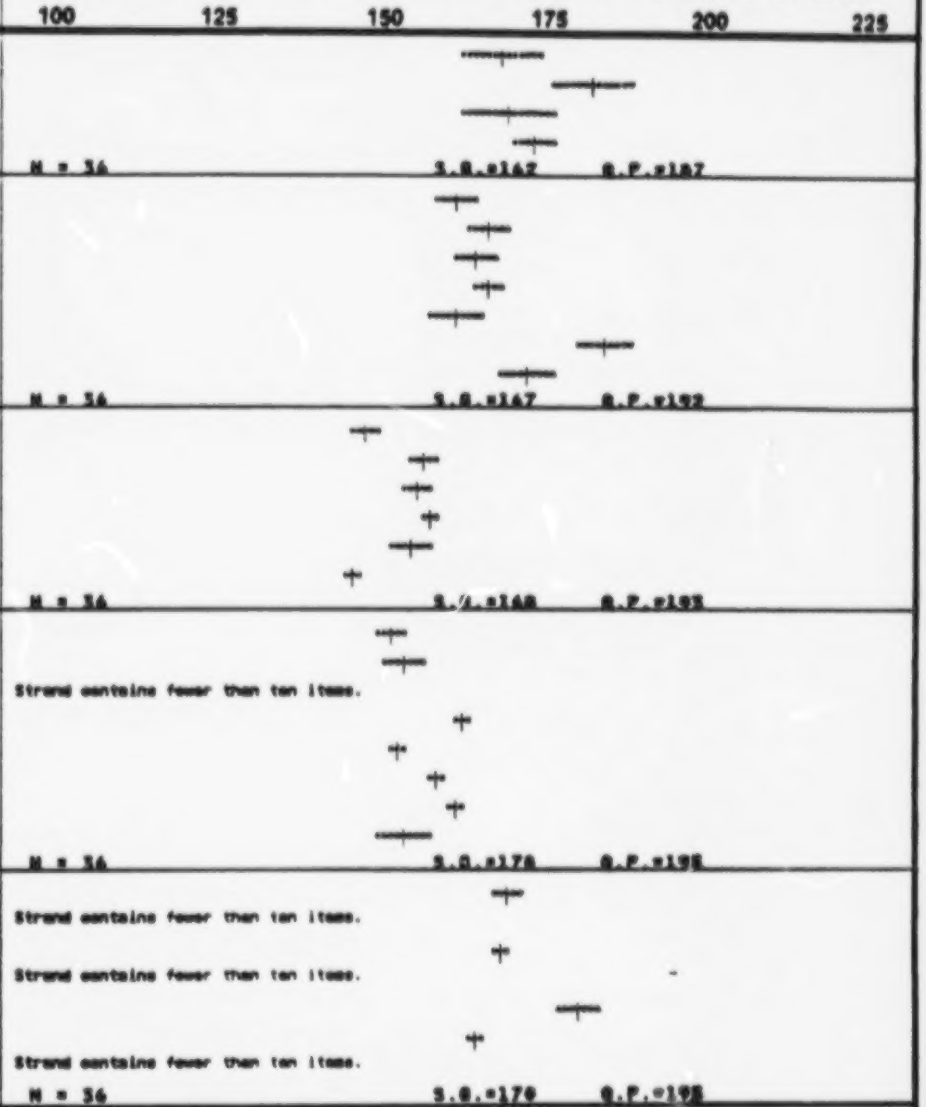
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GUICE ELEM
School Code: 1061

Date Printed: 11NOV92

Light shaded area = State Goal, dark shaded area = Quality Performance



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	168 ±6	
Literal Comp	182 ±6	
Infer & Crit Comp	169 ±7	
Reference & Study	173 ±3	
MATHEMATICS	161 ±3	
Numbers & Num Rel	166 ±3	
Operations & Comp	164 ±3	
Geometry	166 ±2	
Measurement	161 ±4	
Prob & Stat	184 ±4	
PROBLEM SOLVING	172 ±4	
SCIENCE	147 ±2	
Life Science	156 ±2	
Earth Science	155 ±2	
Physical Science	157 ±1	
Process Skills	154 ±3	
Env/Sci/Tech/Soc	145 ±1	
SOCIAL STUDIES	151 ±2	
Geog Regions	153 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	161 ±1	
Skills	153 ±4	
HEALTH	169 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	180 ±3	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
--- = the standard error (S.E.)

1161

GEORGIA CURRICULUM BASED ASSESSMENT

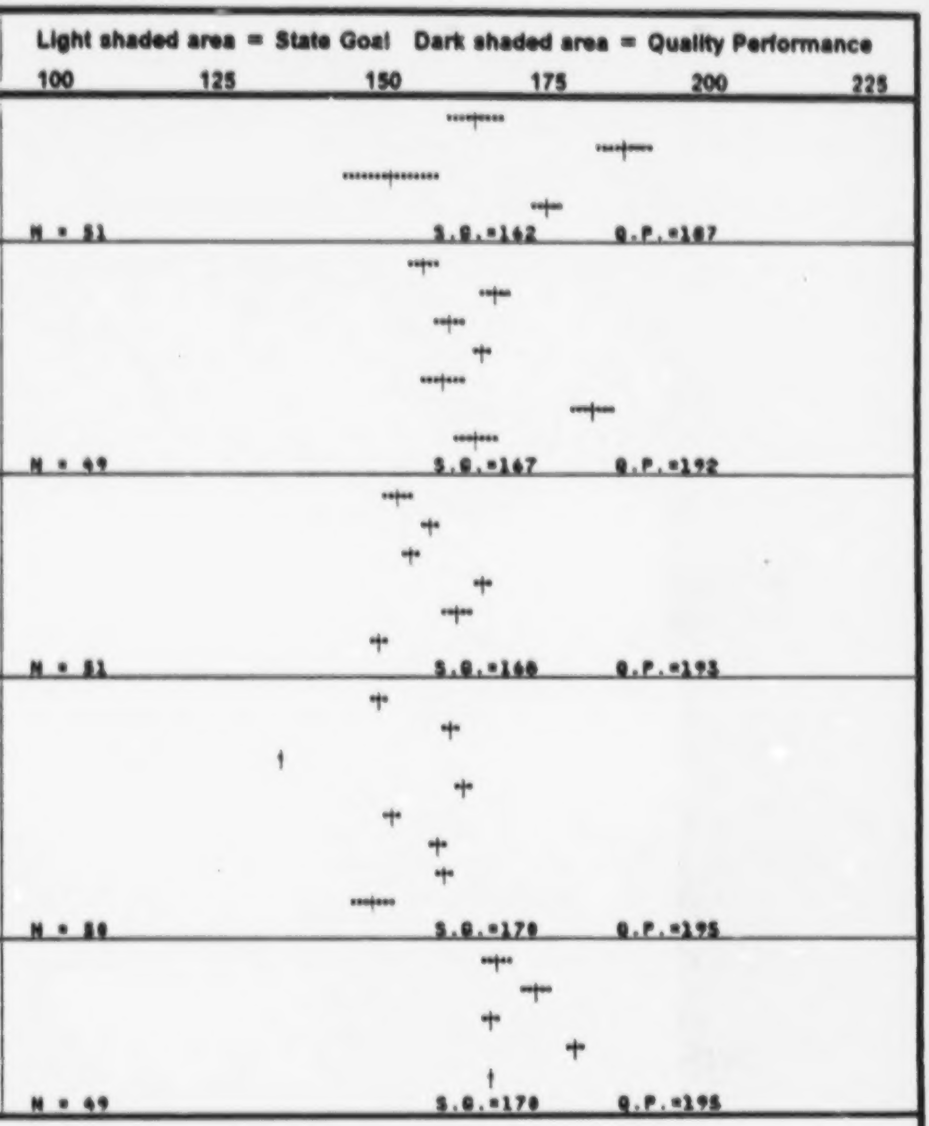
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: GUICE ELEM
School Code: 1061

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS: READING	164 ±4
Literal Comp	187 ±4
Infer & Crit Comp	151 ±7
Reference & Study	175 ±2
MATHEMATICS	156 ±2
Numbers & Num Rel	167 ±2
Operations & Comp	160 ±2
Geometry	165 ±1
Measurement	159 ±3
Prob & Stat	182 ±3
PROBLEM SOLVING	164 ±3
SCIENCE	152 ±2
Life Science	157 ±1
Earth Science	154 ±1
Physical Science	165 ±1
Process Skills	161 ±2
Env/Sci/Tech/Soc	149 ±1
SOCIAL STUDIES	149 ±1
Geog Regions	160 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	158 ±1
U.S. 1932-present	159 ±1
Skills	148 ±3
HEALTH	167 ±2
Sfty/Prs/Mntl Hlth	173 ±2
Nutrition	166 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 GUICE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	48	88	58	45	35	
02	48	95	35	39	31	
03	41	45	70	17	34	
04	34	52	65	58	53	
05	51	35	23	28	27	
School Total	222	64	51	40	35	-5
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	48	83	56	48	27	
02	47	100	45	63	47	
03	41	60	72	40	46	
04	34	58	39	54	62	
05	51	55	21	35	35	
School Total	221	72	48	49	42	-7
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

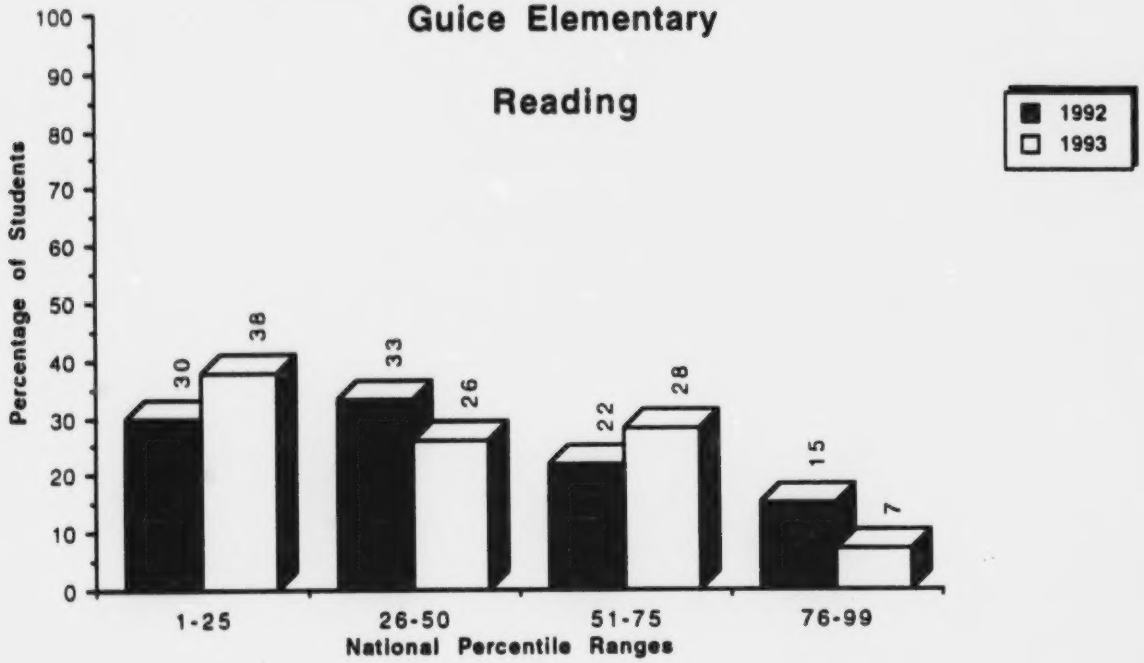
SCHOOL: 42364 GUICE ELEMENTARY SCHOOL

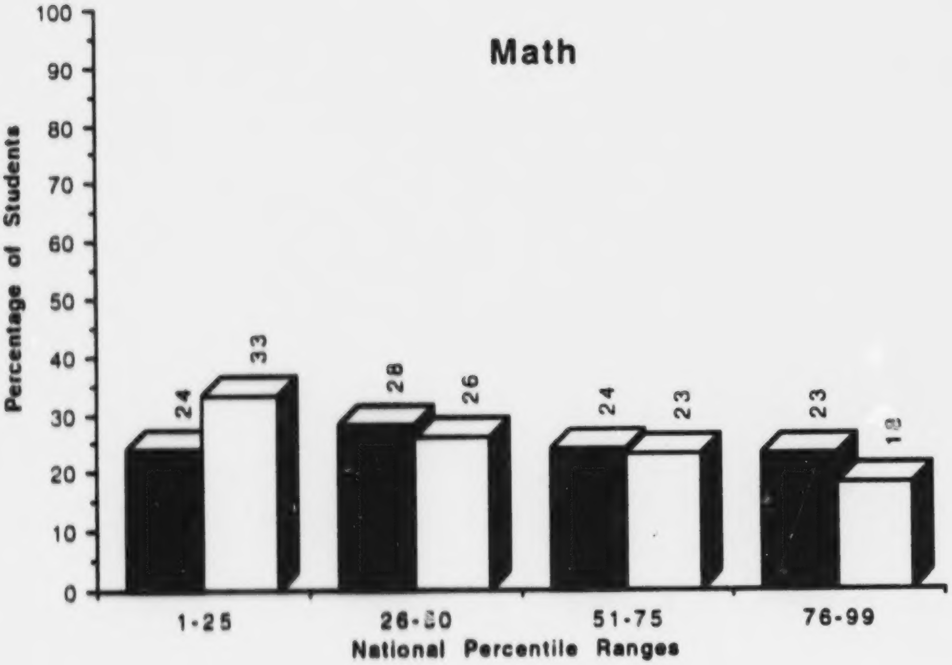
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	38	14	37	38	9	24
02	37	11	30	37	15	41
03	28	10	36	28	13	46
04	28	15	54	29	16	55
05	41	12	29	41	15	37
SCHOOL TOTAL	172	62	36	173	68	39
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Guice Elementary





Department of Research and Evaluation
A. Pruett/September 1993

10/06/93 GUICE ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	10	41	23	-18	8	55	41	-14
03 Non SWP	17	39	27	-12	18	50	41	-9
04 Non SWP	11	26	44	18	12	33	47	14
05 Non SWP	18	41	35	-6	18	39	36	-3

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 GUICE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	9	36	23	-13	9	60	32	-28
03	11	34	20	-14	10	46	34	-12
04	11	26	43	17	12	32	46	14
05	16	39	35	-4	16	38	34	-4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

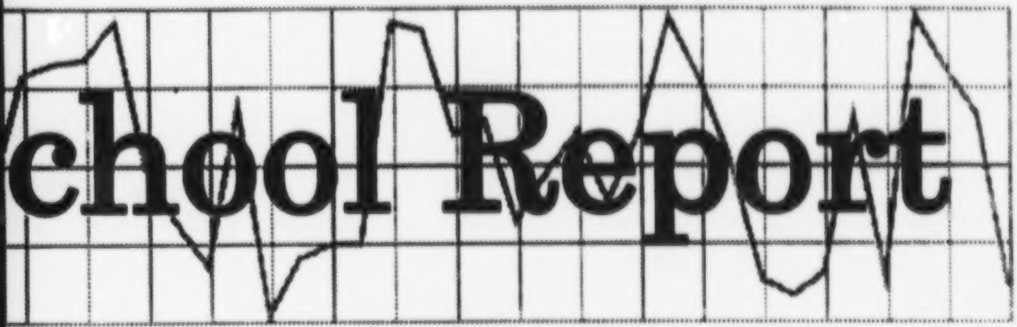
8/04/93 GUICE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	42	88			6	13	48
	System	5,184	95			294	5	5,478
01	School	39	76	4	8	8	16	51
	System	4,879	89	202	4	408	7	5,489
02	School	44	90	3	6	2	4	49
	System	4,527	91	257	5	185	4	4,969
03	School	38	84	7	16			45
	System	4,598	92	260	5	113	2	4,971
04	School	38	95	2	5			40
	System	4,608	94	227	5	82	2	4,917
05	School	50	98	1	2			51
	System	4,588	96	191	4	20		4,799
	School	251	88	17	6	16	6	284
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

HARRIS
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1174

HARRIS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics**	

What critical school factors may have influenced student performance?	• The three-year enrollment for Harris as a K - 5 school showed an increase to 340 students in 1992 - 93.
	• The staff-school factors for 1992 - 93 were characterized as follows:
	  • A range of 200 to 300 new kindergarteners and other students from system and non-system schools
	  • Student mobility of .80, compared to the systemwide index of .38
	  • Average class size of 28 students, compared to the systemwide average of 22
	  • A range of 12 to 17 percent of the students served in Chapter I and Remedial Education
	  • Fewer than one-half of the kindergarten class (46 percent) attended preschool programs.
	  • All of the first grade students previously attended kindergarten.
	  • Pupil attendance of 93 percent
	  • Staff attendance of 97 percent
	• Programs for instructional support included Chapter I, Remedial Education, Bell South Classnotes, after-school tutorial and enrichment, computer-assisted instruction and local projects and services.

Critical Questions	**Findings**
II. Performance-Based Assessment	The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 56 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (88 percent), Logical/Mathematical (93 percent), Physical (91 percent), Personal (80 percent), and Social (79 percent). A range of 82 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 52 students showed the following number of students in each stage of writing development: Pictographic Writer (0), Scribble Writer (1), Invented Word Writer (3), Copier (12), New Word Writer (10), Phrase/Sentence Writer (18), Simple Story Writer (8), Intermediate Story Writer (0), and Advanced Story Writer (0). The majority of the students ended the year with the ability to copy familiar words, apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • For the fiction reading selection, grades 2, 3, 4, and 5, students improved their performance from Needs Improvement to the Adequate and Excellent categories. Thirteen more students demonstrated Excellent performance and 15 additional students ended the year in the Adequate performance category. • The results for the nonfiction reading selection showed that 14 more fourth and fifth grade students demonstrated Excellent performance, and 13 additional students ended the year in the Adequate performance category.

Critical Questions	Findings
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal for the content area of Mathematics, and for Language Arts/Reading in 1993. Performance met or exceeded the State Goal for two Language Arts strands (Literal Comprehension and Reference and Study Skills), and two Social Studies strands (Citizenship and Skills) for both years. Additionally, the strands for Inferential Comprehension and Life Science were at State Goal for 1993.
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal in the content area of Language Arts/Reading, and for Health in 1993. The score for the Literal Comprehension strand was at Quality Performance for both years. Two Mathematics strands (Numbers and Number Relations, and Probability and Statistics), and the Health strand for Substance Abuse were also at the State Goal performance level for both years. Additionally, the strands for Geometry, Measurement, and Mathematics Poblem Solving; and Safety, Personal and Mental Health were at the State Goal level in 1993.

Critical Questions	**Findings**
IV. **Iowa Tests of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Students at Harris School earned scores at or above the national norm for reading and mathematics since 1989. • Total school performance on the ITBS for 1993 decreased from 53 to 35 percent for reading, and 52 to 51 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 43 percent for Reading; 40 percent for Mathematics Grade 2 - 56 percent for Reading; 78 percent for Mathematics Grade 3 - 6 percent for Reading; 35 percent for Mathematics Grade 4 - 51 percent for Reading; 54 percent for Mathematics Grade 5 - 24 percent for Reading; 54 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Seventy-nine percent of the students were stable at Harris School for seven or more of nine attendance periods (140 or more of 180 days). This stable group earned higher ITBS scores for reading (37 percent) and mathematics (52 percent) when compared with the total group.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading scores from the higher to the lower percentile ranges, and the same relative level of scores in the higher percentile ranges (51-99) for mathematics.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project (or) A. Chapter 1 - Traditional Program	• Harris implemented the traditional Chapter I Program in which students made the following NCE gains from 1992 to 1993: Grade 2 - 7 NCE gains for Reading; 18 NCE gains for Mathematics Grade 3 - loss of 16 NCE points for Reading; 11 NCE gains for Mathematics Grade 4 - 9 NCE gains for Reading; 6 NCE gains for Mathematics Grade 5 - loss of 7 NCE points for Reading; 13 NCE gains for Mathematics
B. Remedial Education Program (REP)	• Chapter I students systemwide earned NCE gains of 1 to 6 points for reading and 2 to 7 points for mathematics. A loss of one NCE point occured for third grade mathematics. • A similar pattern of achievement occurred for both Chapter I and REP students, in which gains were made for mathematics at each grade and for second and fourth grade reading. • Systemwide, REP students in grades 3 through 5 made gains for reading and students in grades 2, 4 and 5 improved in mathematics. Second grade students maintained their NCE score of 36 for reading.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 79 to 93 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 92 percent were promoted. Eight percent were retained. • The Progression Status Report for 1992 - 93 showed that 97 percent of Harris's students were promoted, 1 student was administratively placed, and 7 students (2 percent) were retained. Last year in 1991 - 92, 94 percent were promoted, 2 percent were administratively placed and 4 percent were retained. • Systemwide progression status for 1993 showed that 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.

EPP:sm - SR#36
Department of Research and Evaluation
August 25, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

1187

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
HARRIS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	318	309	340	31	10.0	22	6.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	268	79	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	72	21	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	203	60	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	89	26	3873	12
MOBILITY INDEX	.80		.38	
3. PUPIL-TEACHER RATIO	28.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	5	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	57	17	15734	50
CHAPTER I MATH	50	15	14903	47
REP READING	35	10	4384	14
REP MATH	40	12	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	32	9	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	12	23	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	29	55	2391	45
FIRST GRADE - APS K-GARTEN	23	96	4862	90
FIRST GRADE - NON-APS K-GARTEN	1	4	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.6		94.4
1991-92		93.8		94.1
1992-93		92.7		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.4		97.2
1991-92		96.7		97.4
1992-93		96.7		97.4

Harris Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	88	93	92
II. Logical-Mathematical	93	93	93
III. Physical	91	97	96
IV. Personal	80	94	92
V. Social	79	94	93
Total Number Reported	56	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	84	93	92
B. Processes Auditory Information	84	92	92
C. Communicates Orally	84	91	92
D. Demonstrates Emergent Literacy	88	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	95	90	91
B. Makes Comparisons	96	91	91
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	82	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
HARRIS ELEMENTARY SCHOOL 41385

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	1.9
STAGE 3: INVENTED WORD WRITER	3	5.8
STAGE 4: COPIER	12	23.1
STAGE 5: NEW WORD WRITER	10	19.2
STAGE 6: PHRASE/SENTENCE WRITER	18	34.6
STAGE 7: SIMPLE STORY WRITER	8	15.4
TOTAL NUMBER	52	100.0

---

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

10/11/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: HARRIS ELEMENTARY SCHOOL

		EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
				UPPER		MIDDLE		LOWER				
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	0	0	5	21	8	33	3	13	8	33	24
POSTTEST	LEVEL 2	2	8	12	50	5	21	1	4	4	17	24
DIFFERENCE	LEVEL 2	2	8	7	29	-3	-12	-2	-9	-4	-16	
PRETEST	LEVEL 3	3	8	7	18	12	32	7	18	9	24	38
POSTTEST	LEVEL 3	1	3	9	24	12	32	9	24	7	18	38
DIFFERENCE	LEVEL 3	-2	-5	2	6	0	0	2	6	-2	-6	
PRETEST	LEVEL 4	1	2	9	22	8	20	2	5	21	51	41
POSTTEST	LEVEL 4	13	32	9	22	12	29	3	7	4	10	41
DIFFERENCE	LEVEL 4	12	30	0	0	4	9	1	2	-17	-41	
PRETEST	LEVEL 5	0	0	3	8	6	15	17	43	14	35	40
POSTTEST	LEVEL 5	1	3	7	18	7	18	13	33	12	30	40
DIFFERENCE	LEVEL 5	1	3	4	10	1	3	-4	-10	-2	-5	
		4	3	24	17	34	24	29	20	52	36	143
		17	12	37	26	36	25	26	18	27	19	143
		13	9	13	9	2	1	-3	-2	-25	-17	

1200

1201

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

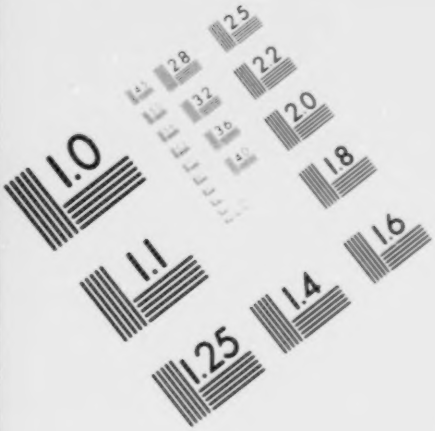
R&E ap
10/5/93

AIIM

Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202



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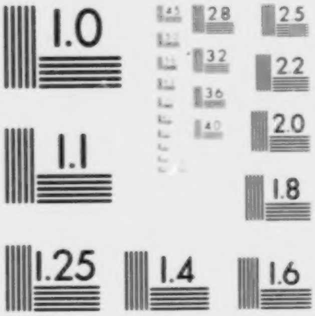
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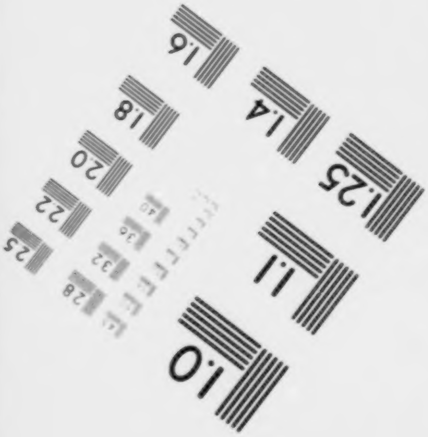
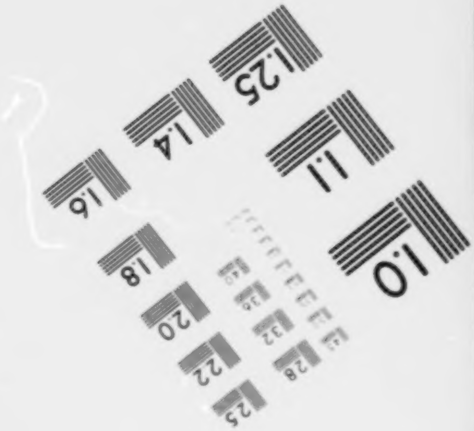



MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: HARRIS ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	3	7	8	20	7	17	7	17	16	39	41
POSTTEST	LEVEL	4	15	37	9	22	11	27	1	2	5	12	41
DIFFERENCE	LEVEL	4	12	30	1	2	4	10	-6	-15	-11	-27	
PRETEST	LEVEL	5	0	0	0	0	3	9	9	26	23	66	35
POSTTEST	LEVEL	5	2	6	8	23	6	17	4	11	15	43	35
DIFFERENCE	LEVEL	5	2	6	8	23	3	8	-5	-15	-8	-23	
			3	4	8	11	10	13	16	21	39	51	76
			17	22	17	22	17	22	5	7	20	26	76
			14	18	9	11	7	9	-11	-14	-19	-25	

* AT LEVEL 2, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

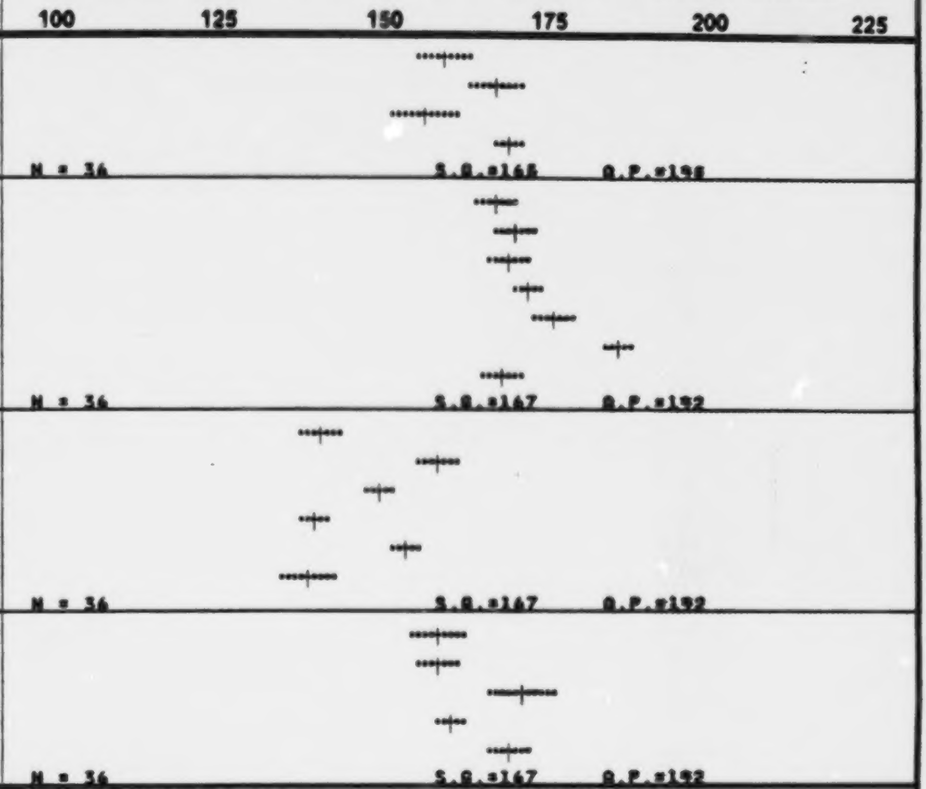
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: HARRIS,J C ELEM
School Code: 3061

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	159 ±4
Literal Comp	167 ±4
Infer & Crit Comp	156 ±5
Reference & Study	169 ±2
MATHEMATICS	167 ±3
Numbers & Num Rel	170 ±3
Operations & Comp	169 ±3
Geometry	172 ±2
Measurement	176 ±3
Prob & Stat	186 ±2
PROBLEM SOLVING	168 ±3
SCIENCE	140 ±3
Life Science	158 ±3
Earth Science	149 ±2
Physical Science	139 ±2
Process Skills	153 ±2
Env/Sci/Tech/Soc	138 ±4
SOCIAL STUDIES	158 ±4
Communities	158 ±3
Citizenship	171 ±5
American Heritage	160 ±2
Skills	169 ±3

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1206

┼ = the school score
*** = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

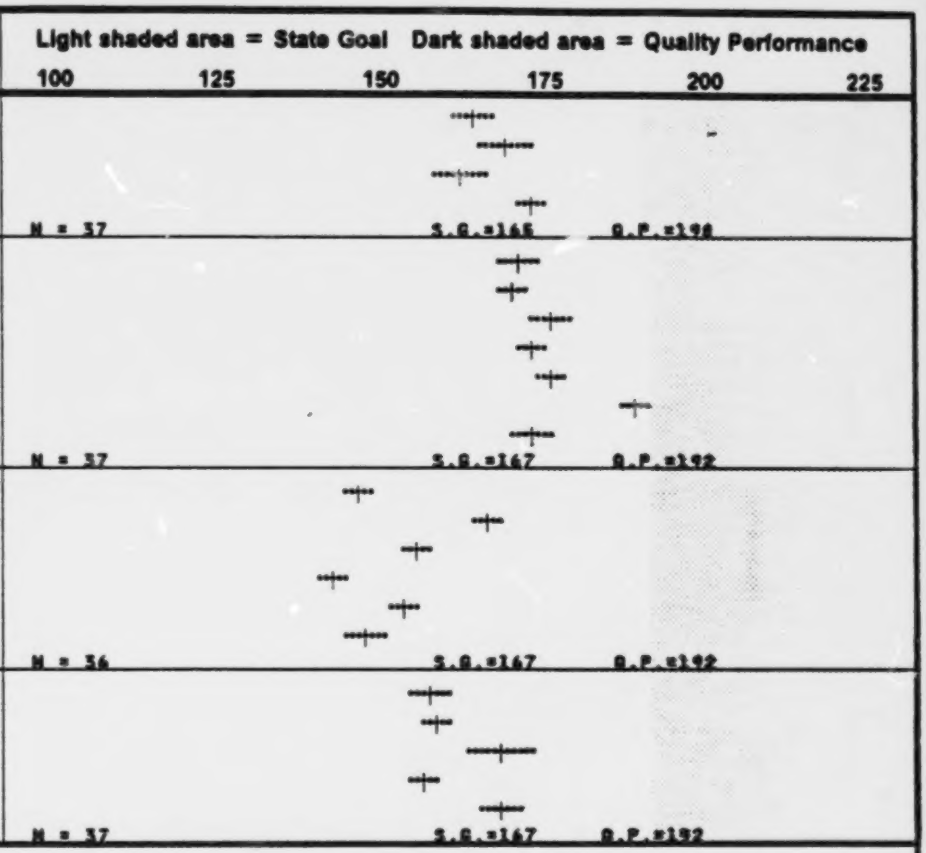
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: HARRIS,J C ELEM
School Code: 3061

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±3
Literal Comp	169 ±4
Infer & Crit Comp	162 ±4
Reference & Study	173 ±2
MATHEMATICS	171 ±3
Numbers & Num Rel	170 ±2
Operations & Comp	176 ±3
Geometry	173 ±2
Measurement	176 ±2
Prob & Stat	189 ±2
PROBLEM SOLVING	173 ±3
SCIENCE *	146 ±2
Life Science	166 ±2
Earth Science	155 ±2
Physical Science	142 ±2
Process Skills	153 ±2
Env/Sci/Tech/Soc	147 ±3
SOCIAL STUDIES	157 ±3
Communities	158 ±2
Citizenship	168 ±5
American Heritage	156 ±2
Skills	168 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1207

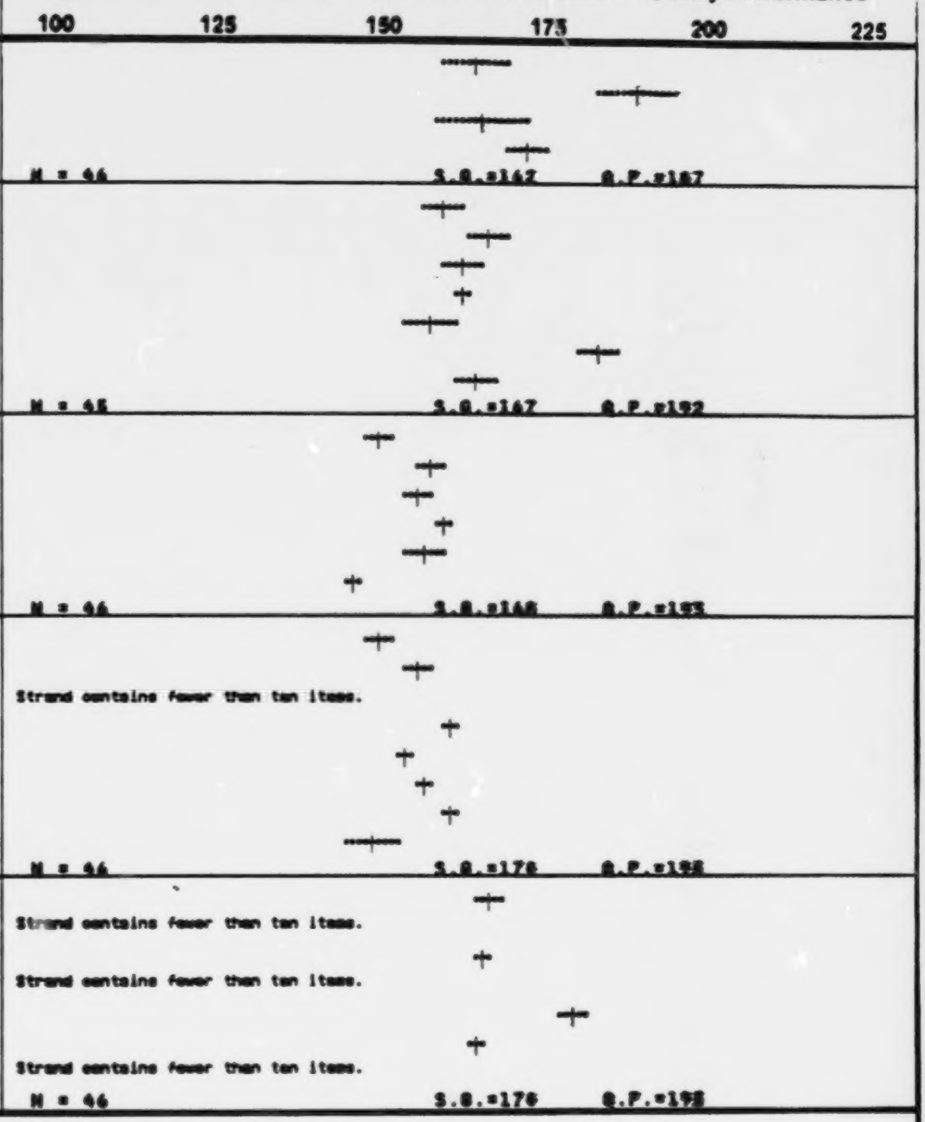
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: HARRIS,J C ELEM
School Code: 3061

GRADE 5

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	164 ±5	
Literal Comp	189 ±6	
Infer & Crit Comp	165 ±7	
Reference & Study	172 ±3	
		N = 46 S.G.=162 Q.P.=187
MATHEMATICS	159 ±3	
Numbers & Num Rel	166 ±3	
Operations & Comp	162 ±3	
Geometry	162 ±1	
Measurement	157 ±4	
Prob & Stat	183 ±3	
PROBLEM SOLVING	164 ±3	
		N = 45 S.G.=167 Q.P.=192
SCIENCE	149 ±2	
Life Science	157 ±2	
Earth Science	155 ±2	
Physical Science	159 ±1	
Process Skills	156 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 46 S.G.=168 Q.P.=193
SOCIAL STUDIES	149 ±2	
Geog Regions	155 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	156 ±1	
U.S. 1932-present	160 ±1	
Skills	148 ±4	
		N = 46 S.G.=176 Q.P.=198
HEALTH	166 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	165 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	179 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 46 S.G.=176 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

1208

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

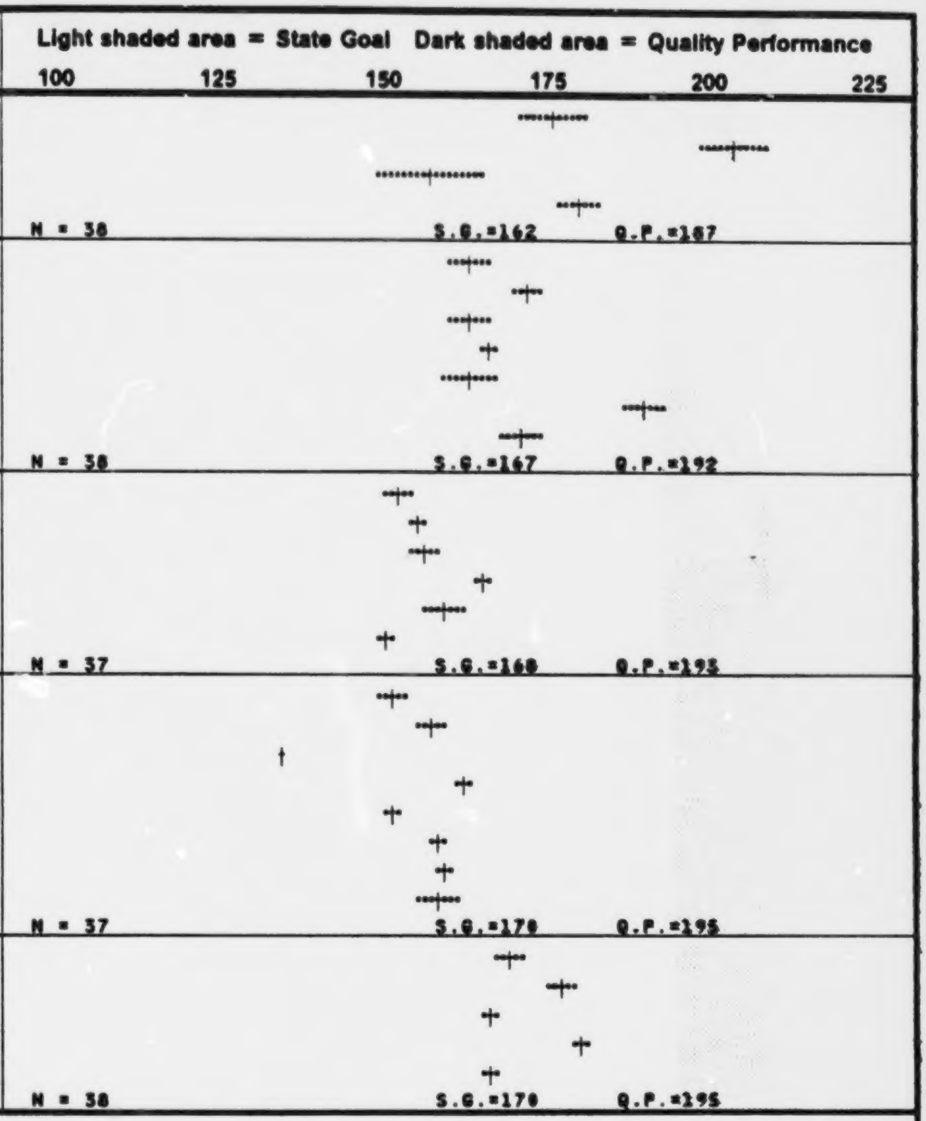
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: HARRIS,J C ELEM
School Code: 3061

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	176 ±5	
Literal Comp	204 ±5	
Infer & Crit Comp	157 ±8	
Reference & Study	180 ±3	
		N = 38 S.G.=162 Q.P.=187
MATHEMATICS	163 ±3	
Numbers & Num Rel	172 ±2	
Operations & Comp	163 ±3	
Geometry	166 ±1	
Measurement	163 ±4	
Prob & Stat	190 ±3	
PROBLEM SOLVING	171 ±3	
		N = 38 S.G.=167 Q.P.=192
SCIENCE	152 ±2	
Life Science	155 ±1	
Earth Science	156 ±2	
Physical Science	165 ±1	
Process Skills	159 ±3	
Env/Sci/Tech/Soc	150 ±1	
		N = 37 S.G.=168 Q.P.=195
SOCIAL STUDIES	151 ±2	
Geog Regions	157 ±2	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	162 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	159 ±1	
Skills	158 ±3	
		N = 37 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Sfty/Prs/Mntl Hlth	177 ±2	
Nutrition	166 ±1	
Substance Abuse	180 ±1	
Growth, Dev & Fam	166 ±1	
		N = 38 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1209

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	35	54	66	57	43	
02	27	82	76	86	56	
03	34	55	44	57	6	
04	41	85	60	36	51	
05	37	25	28	37	24	
06		42				
07		32				
School Total	174	57	53	53	36	-17
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	35	93	60	57	40	
02	27	98	88	86	78	
03	34	70	44	50	35	
04	41	61	44	32	54	
05	37	36	33	41	54	
06		24				
07		34				
School Total	174	64	51	52	51	-1
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

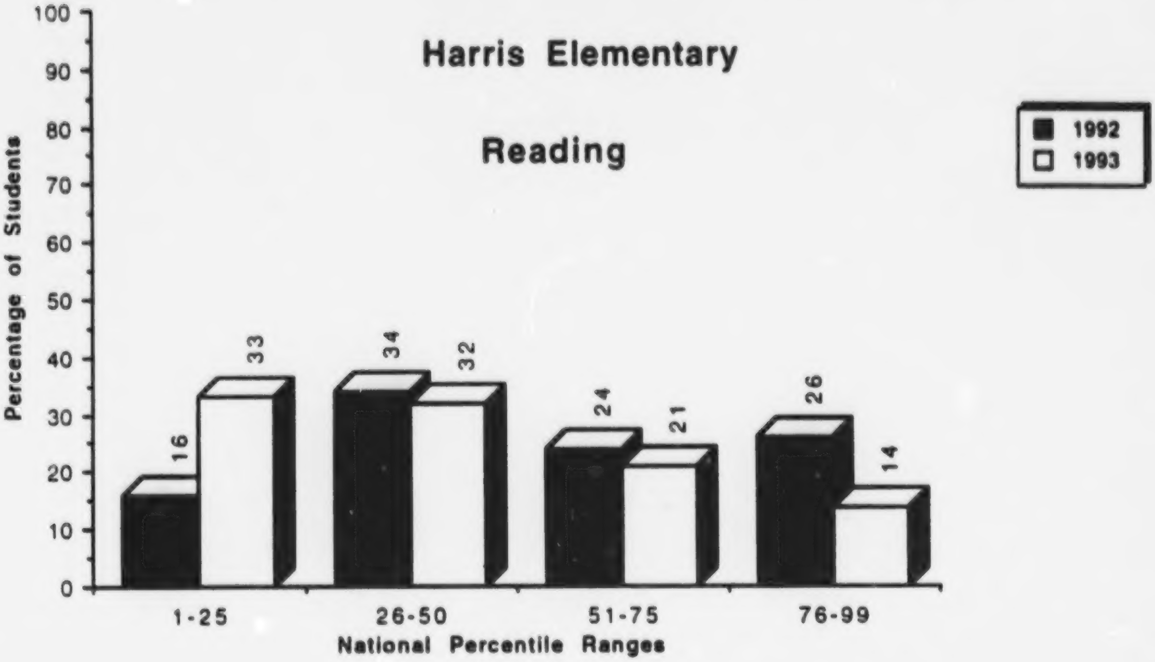
SCHOOL: 41385 HARRIS ELEMENTARY SCHOOL

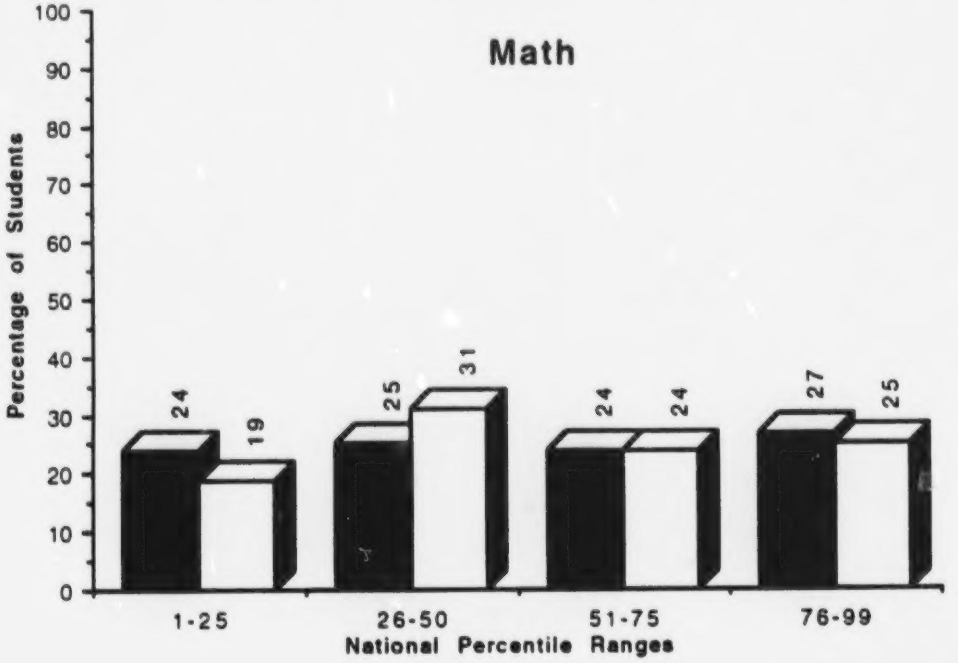
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	33	15	45	33	14	42
02	22	14	64	22	19	86
03	29	2	7	29	11	38
04	35	17	49	35	19	54
05	31	7	23	31	15	48
SCHOOL TOTAL	150	55	37	150	78	52
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

1214

10/06/93 HARRIS ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	8	32	39	7	7	39	57	18
03 Non SWP	5	37	21	-16	2	30	41	11
04 Non SWP	13	37	46	9	17	38	44	6
05 Non SWP	11	34	27	-7	19	34	47	13

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 HARRIS ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	7	30	38	8	7	39	57	18
03	4	36	23	-13	2	30	41	11
04	12	38	47	9	13	34	41	7
05	10	33	26	-7	16	32	44	12

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 HARRIS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	54	92			5	8	59
	System	5,184	95			294	5	5,478
01	School	37	97			1	3	38
	System	4,879	89	202	4	408	7	5,489
02	School	37	97			1	3	38
	System	4,527	91	257	5	185	4	4,969
03	School	46	100					46
	System	4,598	92	260	5	113	2	4,971
04	School	54	98	1	2			55
	System	4,608	94	227	5	82	2	4,917
05	School	48	100					48
	System	4,588	96	191	4	20		4,799
	School	276	97	1		7	2	284
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

C. W. Hill
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1221

C. W. HILL ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• Active enrollment increased by 11.3 percent over a 3-year period compared to a decrease of 5.3 for the system. • The pupil mobility index was .35 compared to .38 for the system. • 1992-93 was the third year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources. • Seventy-four percent of the kindergarten students had pre-school experiences. • Pupil attendance was slightly lower than that for the system for FY '93; however, certified staff attendance was slightly higher than that for the system.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and indicators showed percentages from 71to 96 that received "yes" ratings; therefore, the areas receiving the lower ratings (where all information was reported) suggest a need for attention. Within the Communicative Capability special attention should be given to Emergent Literacy. Within the Logical-Mathematical Capability special attention should be given to Making Comparisons.
B. What was the ending performance of kindergarten students in writing?	• Approximately fifty-eight percent of the kindergarten students at the school were in Stages 6, 7 and 8 by the end of the year. Systemwide the majority of students were in Stages 6 or 7 by the end of the year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 20 percent fewer students in the Needs Improvement category and 14 percent more students in the Excellent/Upper Adequate categories. Middle Adequate gained 4 percentage points. • For nonfiction matched scores there were 24 percent fewer students in the Needs Improvement/Lower Adequate categories and 26 percent more students in the Excellent/Upper Adequate categories.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in Language Arts/Reading and in Mathematics in 1992; however, for 1993 the scores met or exceeded the state goal only in the area of Mathematics. Although the inferential and critical comprehension strand in Reading did not meet or exceed the state goal for 1992 and 1993, all strands in Mathematics did meet or exceed the state goal for the two years. Additionally, for both years only the life science strand in Science and the citizenship and skills strands in Social Studies met or exceeded the state goal. In both 1992 and 1993, the scores did not indicate quality performance in any content area or strand.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the content areas of Language Arts/Reading and Health for 1992 and 1993. The same was true for all strands in Reading, and the strands in Mathematics except operations and computations, and measurement. The Science and Social Studies content areas and strands did not meet or exceed the state goal for either year. Only the substance abuse strand met or exceeded the state goal for both years in Health and additionally the safety/personal health/mental health strand in Health met this goal for 1993. The scores did not indicate quality performance in any content areas for either year; however, the literal comprehension strand in Reading for both years and the probability and statistics strand in Mathematics for 1993 did show quality performance.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY'92 to FY'93, the school showed an increase in reading and mathematics in the percentage of students scoring at or above the national norm. The gain was six percent for both subjects compared to a three percent decrease for both subjects for the system.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods performed slightly better in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, there was a decrease in the percentage of students scoring in the lowest quadrant and an increase in the percentage scoring in the highest quadrant.

Critical Questions	**Findings**
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• The NCE gains for the students in the Chapter I Project reading and mathematics were positive except for the second grade.
B. Remedial Education Program (REP)	• The gains for the students in the Remedial Education Program (REP) reading and mathematics programs at the school were positive except for the second grade reading and the second and third grade mathematics.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Ninety-two percent of the students were promoted compared to 93 percent for the system; 6 percent were administratively placed compared to 4 percent for the system and 3 percent were retained compared to 4 percent for the system.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
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7/30/93

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08/06/93
HILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	426	425	474	49	11.5	48	11.3
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	402	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	72	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	152	32	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	64	14	3873	12
MOBILITY INDEX	.35		.38	
3. PUPIL-TEACHER RATIO	26.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	4	1	111	0
5. PUPILS IN PROJECTS				
CHAPTER I READING	474	100	15734	50
CHAPTER I MATH	474	100	14903	47
REP READING	82	17	4384	14
REP MATH	76	16	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	89	19	1539	5
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	50	11	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	6	7	291	5
K-GARTEN - HEAD START	3	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	52	63	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	27	2391	45
FIRST GRADE - APS K-GARTEN	66	92	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	8	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	94.5	94.4
1991-92	93.7	94.1
1992-93	93.4	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.0	97.2
1991-92	97.7	97.4
1992-93	97.6	97.4

Hill Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I Communicative	89	93	92
II Logical-Mathematical	95	93	93
III Physical	96	97	96
IV Personal	93	94	92
V Social	95	94	93
Total Number Reported	85	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	81	93	92
B. Processes Auditory Information	82	92	92
C. Communicates Orally	88	91	92
D. Demonstrates Emergent Literacy	71	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	85	90	91
B. Makes Comparisons	79	91	91
C. Knows Numbers 1 to 10	94	93	93
D. Extends Patterns	89	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
HILL ELEMENTARY SCHOOL 43406

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	9	10.5
STAGE 2: SCRIBBLE WRITER	1	1.2
STAGE 3: INVENTED WORD WRITER	8	9.3
STAGE 4: COPIER	8	9.3
STAGE 5: NEW WORD WRITER	10	11.6
STAGE 6: PHRASE/SENTENCE WRITER	31	36.0
STAGE 7: SIMPLE STORY WRITER	17	19.8
STAGE 8: INTERMEDIATE STORY WRITER	2	2.3
TOTAL NUMBER	86	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441 107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: HILL ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	1	2	6	14	7	16	4	9	26	59	44
POSTTEST LEVEL 2	1	2	8	18	13	30	7	16	15	34	44
DIFFERENCE LEVEL 2	0	0	2	4	6	14	3	7	-11	-25	
PRETEST LEVEL 3	4	10	7	18	6	15	11	28	12	30	40
POSTTEST LEVEL 3	6	15	11	28	8	20	3	8	12	30	40
DIFFERENCE LEVEL 3	2	5	4	10	2	5	-8	-20	0	0	
PRETEST LEVEL 4	6	16	6	16	7	19	2	5	16	43	37
POSTTEST LEVEL 4	5	14	14	38	7	19	9	24	2	5	37
DIFFERENCE LEVEL 4	-1	-2	8	22	0	0	7	19	-14	-38	
PRETEST LEVEL 5	0	0	10	17	17	29	8	14	24	41	59
POSTTEST LEVEL 5	4	7	16	27	17	29	10	17	12	20	59
DIFFERENCE LEVEL 5	4	7	6	10	0	0	2	3	-12	-21	
	11	6	29	16	37	21	25	14	78	43	180
	16	9	49	27	45	25	29	16	41	23	180
	5	3	20	11	8	4	4	2	-37	-20	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: HILL ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	1	3	7	18	14	36	6	15	11	28	39
POSTTEST LEVEL 4	7	18	13	33	5	13	8	21	6	15	39
DIFFERENCE LEVEL 4	6	15	6	15	-9	-23	2	6	-5	-13	
PRETEST LEVEL 5	0	0	2	5	5	12	12	28	24	56	43
POSTTEST LEVEL 5	3	7	8	19	13	30	9	21	10	23	43
DIFFERENCE LEVEL 5	3	7	6	14	8	18	-3	-7	-14	-33	
	1	1	9	11	19	23	18	22	35	43	82
	10	12	21	26	18	22	17	21	16	20	82
	9	11	12	15	-1	-1	-1	-1	-19	-23	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

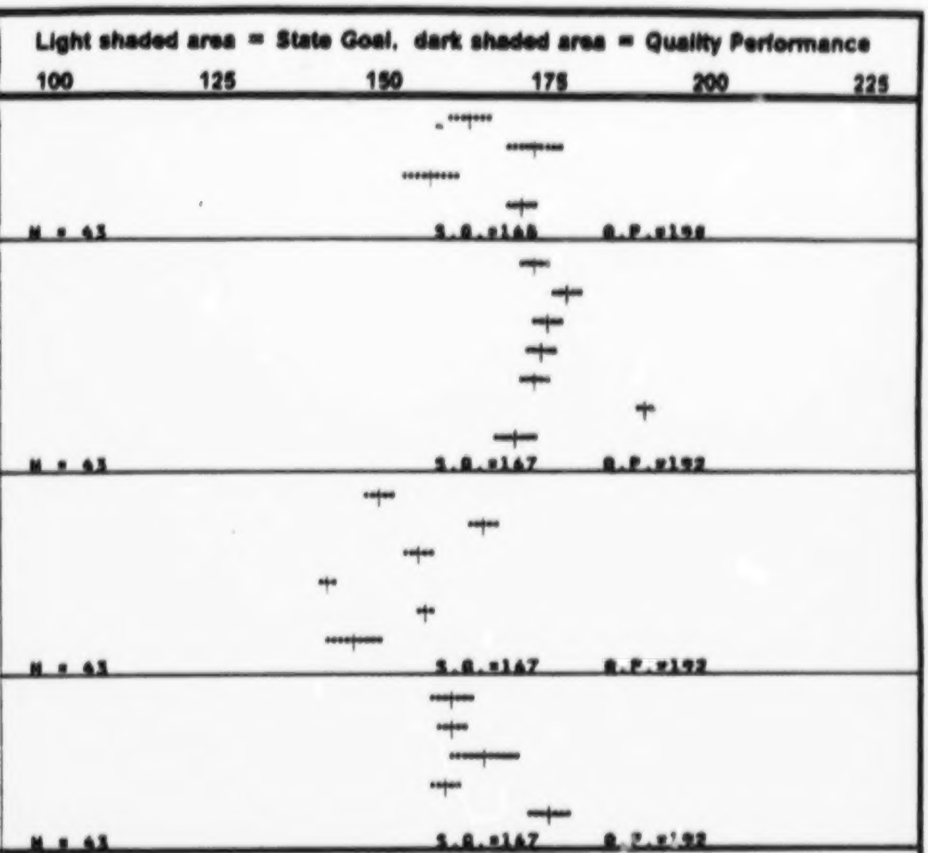
chool Content Area Summary

GRADE 3

ystem Name: ATLANTA CITY
ystem Code: 761
chool Name: HILL,C W ELEM
chool Code: 5561

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±3
Literal Comp	173 ±4
Infer & Crit Comp	157 ±4
Reference & Study	171 ±2
MATHEMATICS	173 ±2
Numbers & Num Rel	178 ±2
Operations & Comp	175 ±2
Geometry	174 ±2
Measurement	173 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	170 ±3
SCIENCE	149 ±2
Life Science	165 ±2
Earth Science	155 ±2
Physical Science	141 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	145 ±4
SOCIAL STUDIES	160 ±3
Communities	160 ±2
Citizenship	165 ±5
American Heritage	159 ±2
Skills	175 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1251

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

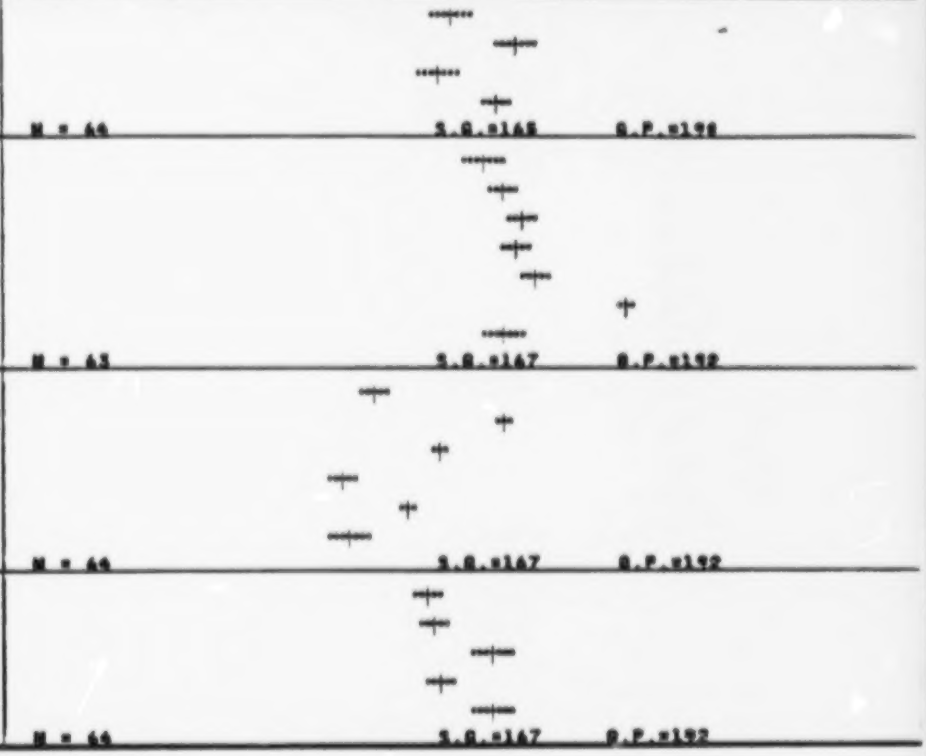
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: HILL,C W ELEM
School Code: 5561

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	160 ±3
Literal Comp	170 ±3
Infer & Crit Comp	158 ±3
Reference & Study	167 ±2
MATHEMATICS	165 ±3
Numbers & Num Rel	168 ±2
Operations & Comp	171 ±2
Geometry	170 ±2
Measurement	173 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	168 ±3
SCIENCE *	148 ±2
Life Science	168 ±1
Earth Science	158 ±1
Physical Science	143 ±2
Process Skills	153 ±1
Env/Sci/Tech/Soc	144 ±3
SOCIAL STUDIES	156 ±2
Communities	157 ±2
Citizenship	166 ±3
American Heritage	158 ±2
Skills	166 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

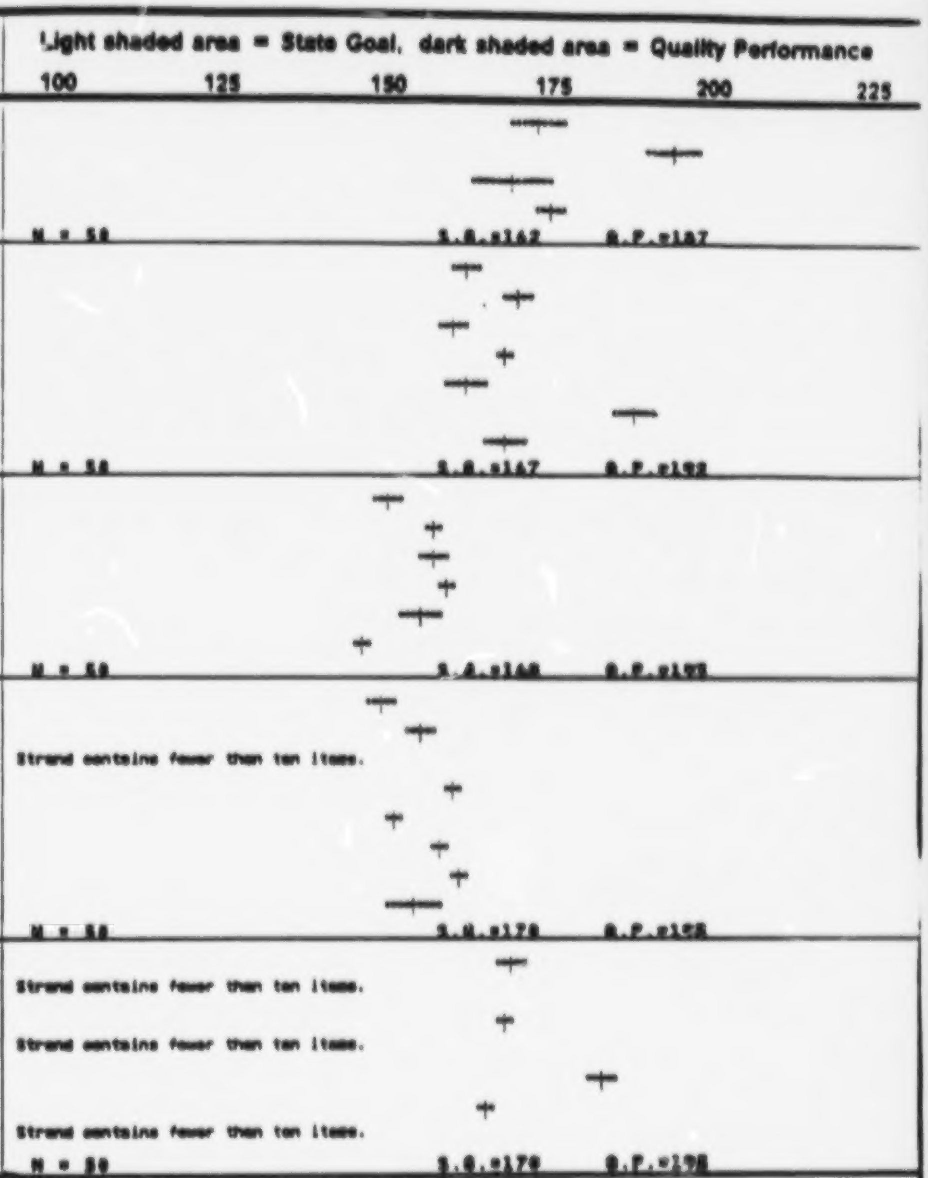
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: HILL,C W ELEM
School Code: 5561

GRADE 5

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	173 ±4	
Literal Comp	194 ±4	
Infer & Crit Comp	169 ±6	
Reference & Study	175 ±2	
MATHEMATICS	162 ±2	
Numbers & Num Rel	170 ±2	
Operations & Comp	160 ±2	
Geometry	168 ±1	
Measurement	162 ±3	
Prob & Stat	188 ±3	
PROBLEM SOLVING	168 ±3	
SCIENCE	150 ±2	
Life Science	157 ±1	
Earth Science	157 ±2	
Physical Science	159 ±1	
Process Skills	155 ±3	
Env/Sci/Tech/Soc	146 ±1	
SOCIAL STUDIES	149 ±2	
Geog Regions	155 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	161 ±1	
Skills	154 ±4	
HEALTH	169 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

+ = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

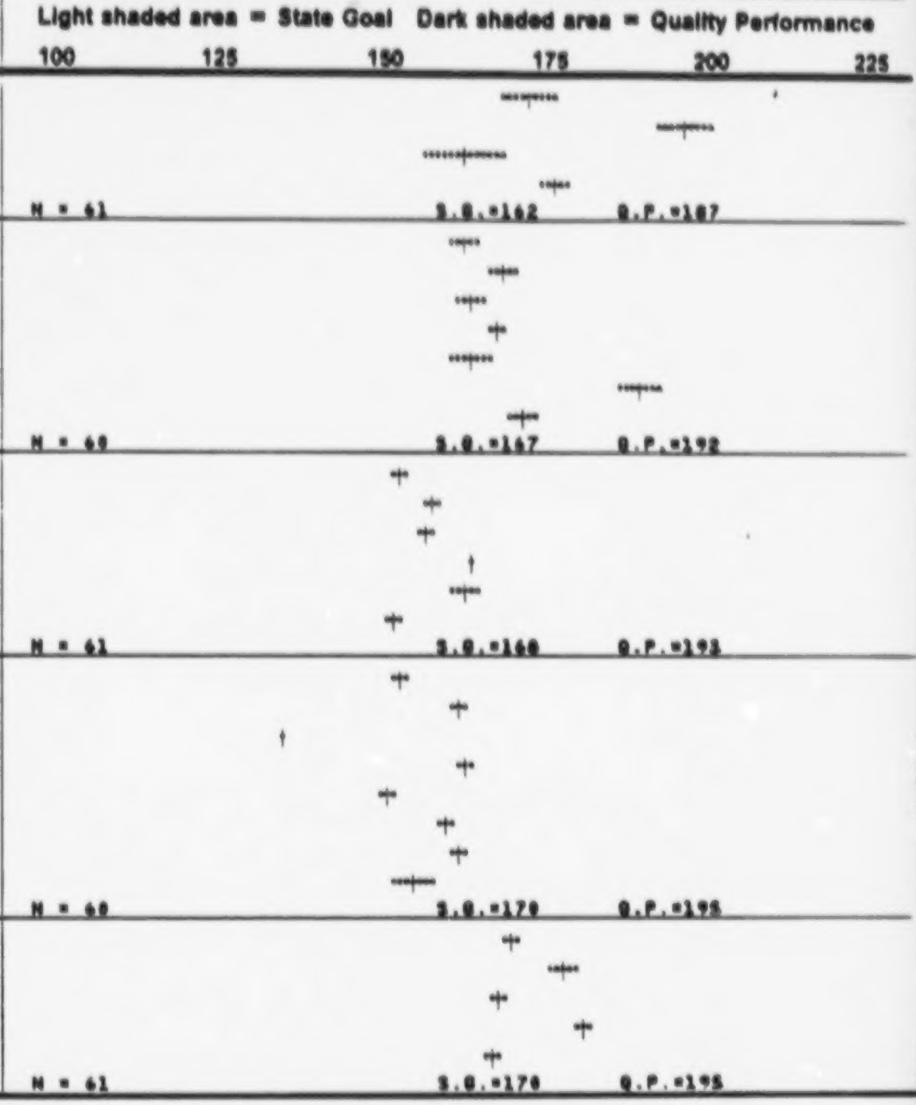
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: HILL,C W ELEM
School Code: 5561

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	172 ±4
Literal Comp	196 ±4
Infer & Crit Comp	162 ±6
Reference & Study	176 ±2
MATHEMATICS	162 ±2
Numbers & Num Rel	168 ±2
Operations & Comp	163 ±2
Geometry	167 ±1
Measurement	163 ±3
Prob & Stat	189 ±3
PROBLEM SOLVING	171 ±2
SCIENCE	152 ±1
Life Science	157 ±1
Earth Science	156 ±1
Physical Science	163 ±0
Process Skills	162 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	152 ±1
Geog Regions	161 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	150 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	161 ±1
Skills	154 ±3
HEALTH	169 ±1
Sfty/Prs/Mntl Hlth	177 ±2
Nutrition	167 ±1
Substance Abuse	180 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
··· = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	64	76	49	55	61	
02	52	60	30	41	38	
03	61	52	34	40	34	
04	52	40	24	16	50	
05	63	50	47	45	40	
School Total	292	56	38	39	45	6
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	65	76	47	49	60	
02	52	61	53	49	38	
03	61	52	43	35	41	
04	50	52	41	21	46	
05	62	57	64	39	37	
School Total	290	60	50	39	45	6
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

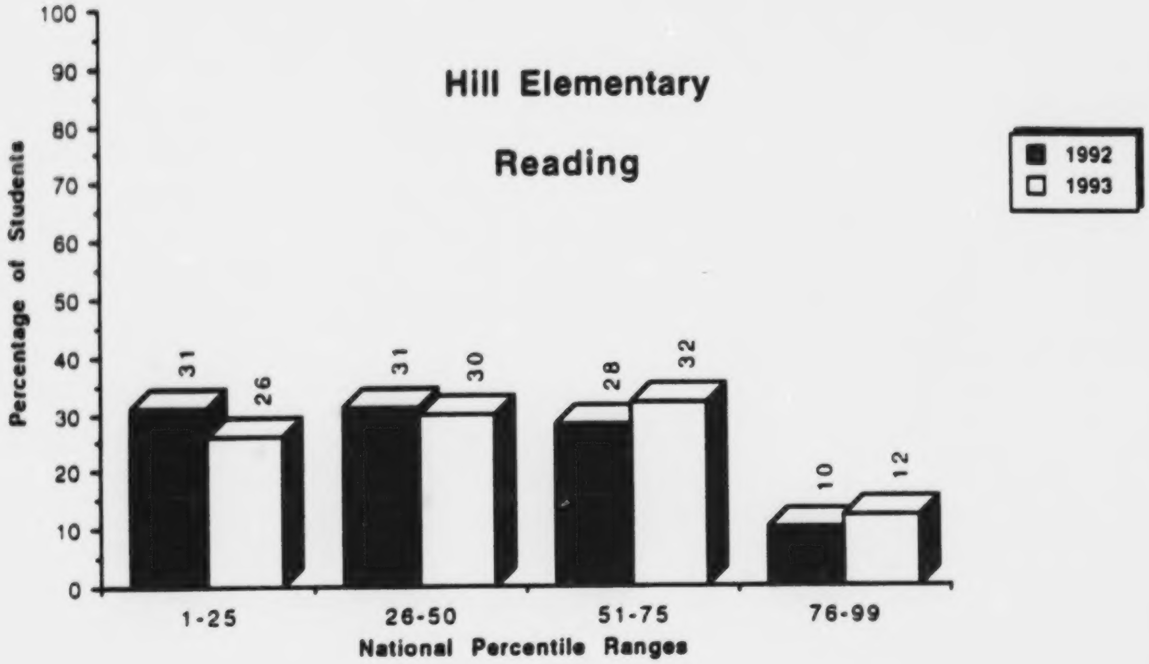
SCHOOL: 43406 HILL ELEMENTARY SCHOOL

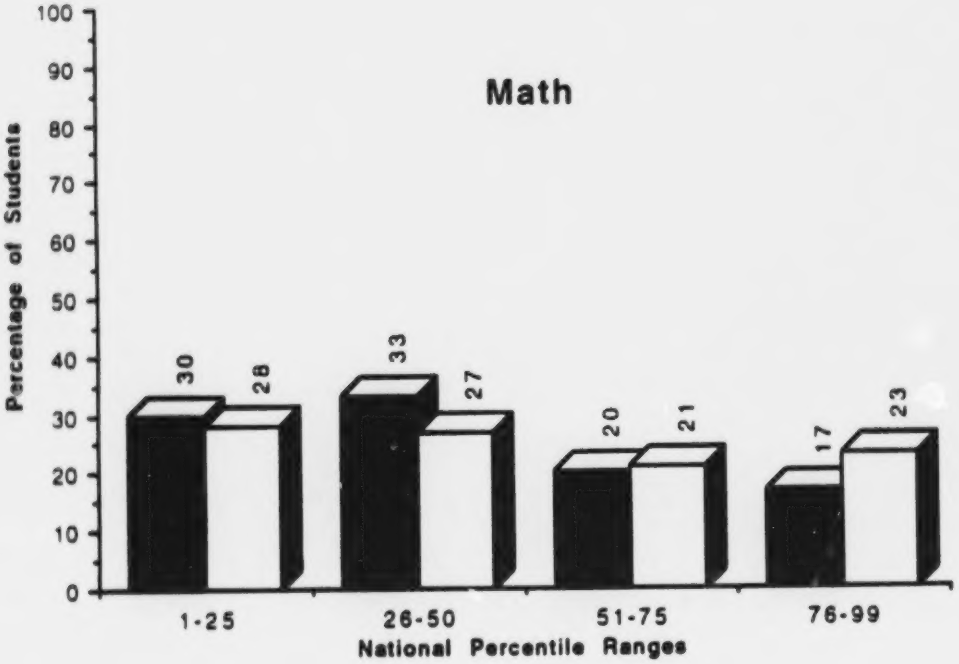
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	57	35	61	58	36	62
02	43	17	40	43	16	37
03	55	20	36	55	24	44
04	44	23	52	42	20	48
05	59	24	41	58	21	36
SCHOOL TOTAL	258	119	46	256	117	46
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	24	35	31	-4	24	33	27	-6
03 SWP	27	31	35	4	25	33	40	7
04 SWP	26	34	42	8	32	33	41	8
05 SWP	44	34	43	9	41	32	39	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading N	Reading 1992	Reading 1993	Reading Gain	Mathematics N	Mathematics 1992	Mathematics 1993	Mathematics Gain
02	12	30	21	-9	11	30	24	-6
03	17	27	32	5	15	35	32	-3
04	10	31	47	16	7	26	46	20
05	16	26	38	12	18	26	34	8

System

Grade	Reading N	Reading 1992	Reading 1993	Reading Gain	Mathematics N	Mathematics 1992	Mathematics 1993	Mathematics Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	82	95			4	5	86
	System	5,184	95			294	5	5,478
01	School	69	97			2	3	71
	System	4,879	89	202	4	408	7	5,489
02	School	44	83	4	8	5	9	53
	System	4,527	91	257	5	185	4	4,969
03	School	65	92	6	8			71
	System	4,598	92	260	5	113	2	4,971
04	School	53	88	7	12			60
	System	4,608	94	227	5	82	2	4,917
05	School	65	92	6	8			71
	System	4,588	96	191	4	20		4,799
	School	378	92	23	6	11	3	412
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

HUBERT
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1266

HUBERT ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Student enrollment remained stable over a three-year period. • The student mobility index (.43) at Hubert was above the systemwide index (.38). Seventeen percent of the students were enrolled less than seven attendance periods. • The 1992 - 93 school year was the third year Hubert's students were served through the Schoolwide Chapter I Project. • Seventy percent of the kindergarten students had no preschool experiences prior to enrolling in kindergarten. • All first grade students had attended kindergarten. • Student attendance increased slightly and was above the system average. • Staff attendance increased to 98.5 percent compared to 97.4 percent for the system.

Critical Questions	**Findings**
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.
B. What was the ending performance of kindergarten students in writing?	• Thirty-seven percent of the kindergarten students were Phrase/Sentence Writers (Stage 6) or above by the end of the school year. However, almost half of the students were still in Stage 4, Copier.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Overall, by the end of the school year there was an increase in the percentage of students with scores in the Excellent category and a corresponding decrease in the percentage of students in the Needs Improvement category. This trend was not evident in grades 3 and 5 in the area of fiction. In these grades there were more students in the Needs Improvement category at the end of the school year than at the beginning.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) **Grades 3 and 5**	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, third grade students' scores met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics and in 1993 only in the area of Language Arts. Strands for which the state goal was met both years included Literal Comprehension and Reference and Study (Language Arts), all strands in the area of Mathematics, and Citizenship (Social Studies). In 1993, the state goal also was met in the Inference and Critical Comprehension strand (Language Arts) and the Life Science strand (Science). Quality performance was not indicated in any of the content areas or strands either year.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued) B. Grade 5	• The scores of fifth grade students met or exceeded the state goal in the area of Language Arts in both 1992 and 1993. In 1993, the state goal also was met or exceeded in the areas of Mathematics and Health. Specific strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Numbers and Number Relations, Geometry, Probability and Statistics and Problem Solving (Mathematics), and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only were Inference and Critical Comprehension (Language Arts), Measurement (Mathematics), and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literary Comprehension strand in both 1992 and 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: A. Regular-program students?	• There was a schoolwide decrease of 6 percentage points in the percentage of students with scores at or above the national norm in reading. There were noticeable decreases in the percentages of students scoring at or above the national norm in grades 3 and 5 and a noticeable increase in grade 4. In mathematics, there was a 10-point increase in the percentage of students with scores at or above the national norm. Schoolwide, the mathematics achievement level was above that of the system.

Critical Questions	**Findings**
IV. Iowa Tests of Basic Skills (ITBS) (continued) Were there changes in reading/mathematics achievement with respect to the following:	
B. Students who attended the school for seven or more attendance periods?	• When compared to the performance of the entire student body tested, the achievement level of students enrolled at least seven attendance periods was slightly lower in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In reading, there were decreases in the percentages of students with scores in the two highest quadrants and corresponding increases in the two lowest quadrants. In mathematics, there was an increase in the percentage of students scoring within the highest quadrant (76th - 99th percentile range) and decreases in the two lowest quadrants.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• In reading, Chapter I-eligible students had NCE gains at all grade levels. In grades 2 and 4, these gains were greater than those made by similar Schoolwide Project students systemwide. In mathematics, NCE gains were made by students in grades 2 and 5 only. These gains were equal to or greater than those made by similar students systemwide.
B. Remedial Education Program (REP)	• NCE gains were made by Hubert's REP students in grades 2, 3 and 4 in reading and in grades 2 and 5 in mathematics.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	• Overall, 88 percent of Hubert's students were promoted to the next grade level at the end of the school year as compared to 93 percent of the students systemwide. The highest percentage of retainees was in grade 1. The highest percentages of administratively placed students were in grades 1, 2 and 3.

CV:sm - SR#41
Department of Research and Evaluation
October 26, 1993

1992-93
ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	358	356	360	4	1.1	2	.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	298	83	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	62	17	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	132	37	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	52	14	3873	12
MOBILITY INDEX	.43		.38	
3. PUPIL-TEACHER RATIO	22.5		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	360	100	15734	50
CHAPTER I MATH	360	100	14903	47
REP READING	64	18	4384	14
REP MATH	61	17	3768	12
BILINGUAL	6	2	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	5	10	291	5
K-GARTEN - HEAD START	1	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	9	18	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	35	70	2391	45
FIRST GRADE - APS K-GARTEN	47	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	6	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		92.4		94.4
1991-92		92.0		94.1
1992-93		92.4		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.9		97.2
1991-92		97.9		97.4
1992-93		98.5		97.4

Hubert Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	98	93	92
II. Logical-Mathematical	98	93	93
III. Physical	100	97	96
IV. Personal	100	94	92
V. Social	100	94	93
Total Number Reported	45	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	93	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	98	91	92
D. Demonstrates Emergent Literacy	98	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	98	90	91
B. Makes Comparisons	98	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	98	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
HUBERT ELEMENTARY SCHOOL 42434

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	2.2
STAGE 3: INVENTED WORD WRITER	1	2.2
STAGE 4: COPIER	21	45.7
STAGE 5: NEW WORD WRITER	6	13.0
STAGE 6: PHRASE/SENTENCE WRITER	9	19.6
STAGE 7: SIMPLE STORY WRITER	8	17.4
TOTAL NUMBER	46	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: HUBERT ELEMENTARY SCHOOL

					ADEQUATE								
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	3	6	10	20	13	27	5	10	18	37	49
POSTTEST	LEVEL 2	14	29	13	27	7	14	8	16	7	14	49
DIFFERENCE	LEVEL 2	11	23	3	7	-6	-13	3	6	-11	-23	
PRETEST	LEVEL 3	6	18	8	24	9	26	8	24	3	9	34
POSTTEST	LEVEL 3	5	15	11	32	6	18	7	21	5	15	34
DIFFERENCE	LEVEL 3	-1	-3	3	8	-3	-8	-1	-3	2	6	
PRETEST	LEVEL 4	3	7	10	22	13	28	10	22	10	22	46
POSTTEST	LEVEL 4	14	30	16	35	8	17	5	11	3	7	46
DIFFERENCE	LEVEL 4	11	23	6	13	-5	-11	-5	-11	-7	-15	
PRETEST	LEVEL 5	1	2	3	7	7	16	12	27	22	49	45
POSTTEST	LEVEL 5	1	2	2	4	4	9	7	16	31	69	45
DIFFERENCE	LEVEL 5	0	0	-1	-3	-3	-7	-5	-11	9	20	
		13	7	31	18	42	24	35	20	53	30	174
		34	20	42	24	25	14	27	16	46	26	174
		21	13	11	6	-17	-10	-8	-4	-7	-4	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: HUBERT ELEMENTARY SCHOOL

					ADEQUATE								
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	6	14	13	30	10	23	8	18	7	16	44
POSTTEST	LEVEL 4	16	36	9	20	9	20	3	7	7	16	44
DIFFERENCE	LEVEL 4	10	22	-4	-10	-1	-3	-5	-11	0	0	
PRETEST	LEVEL 5	0	0	3	6	7	14	11	22	28	57	49
POSTTEST	LEVEL 5	3	6	5	10	7	14	11	22	23	47	49
DIFFERENCE	LEVEL 5	3	6	2	4	0	0	0	0	-5	-10	
		6	6	16	17	17	18	19	20	35	38	93
		19	20	14	15	16	17	14	15	30	32	93
		13	14	-2	-2	-1	-1	-5	-5	-5	-6	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

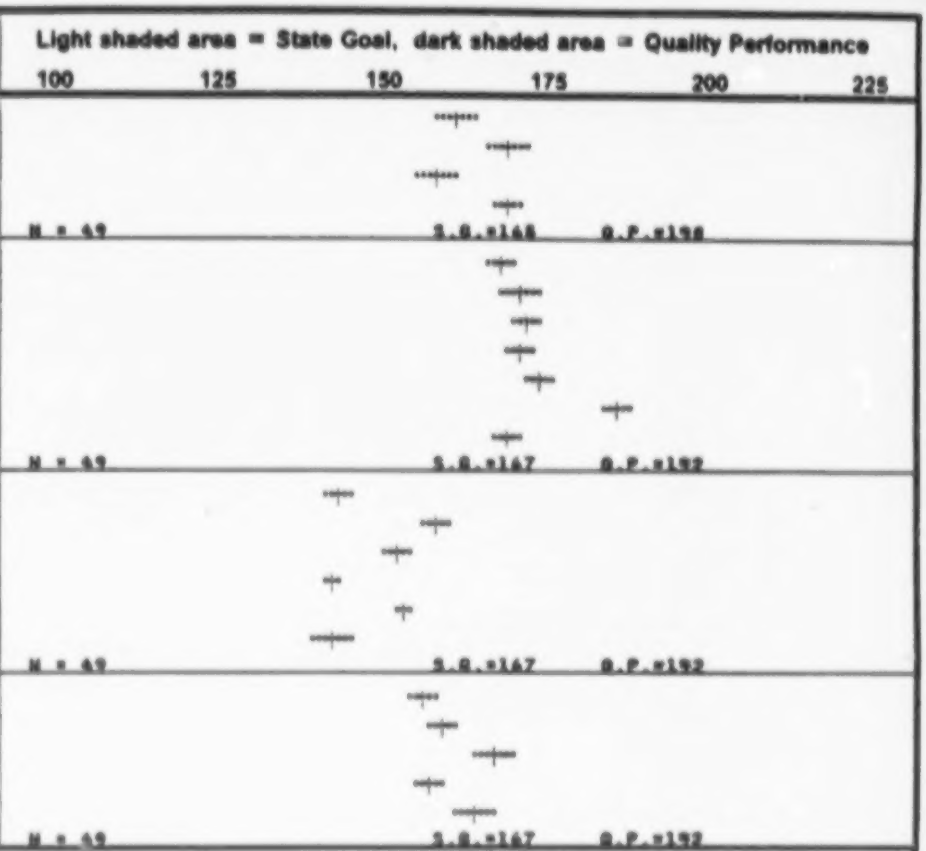
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: HUBERT ELEM
School Code: 5062

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	161 ±3
Literal Comp	169 ±3
Infer & Crit Comp	158 ±3
Reference & Study	169 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	171 ±3
Operations & Comp	172 ±2
Geometry	171 ±2
Measurement	174 ±2
Prob & Stat	186 ±2
PROBLEM SOLVING	169 ±2
SCIENCE	143 ±2
Life Science	158 ±2
Earth Science	152 ±2
Physical Science	142 ±1
Process Skills	153 ±1
Env/Sci/Tech/Soc	142 ±3
SOCIAL STUDIES	156 ±2
Communities	159 ±2
Citizenship	167 ±3
American Heritage	157 ±2
Skills	164 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1296

ǂ = the school score
*** = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

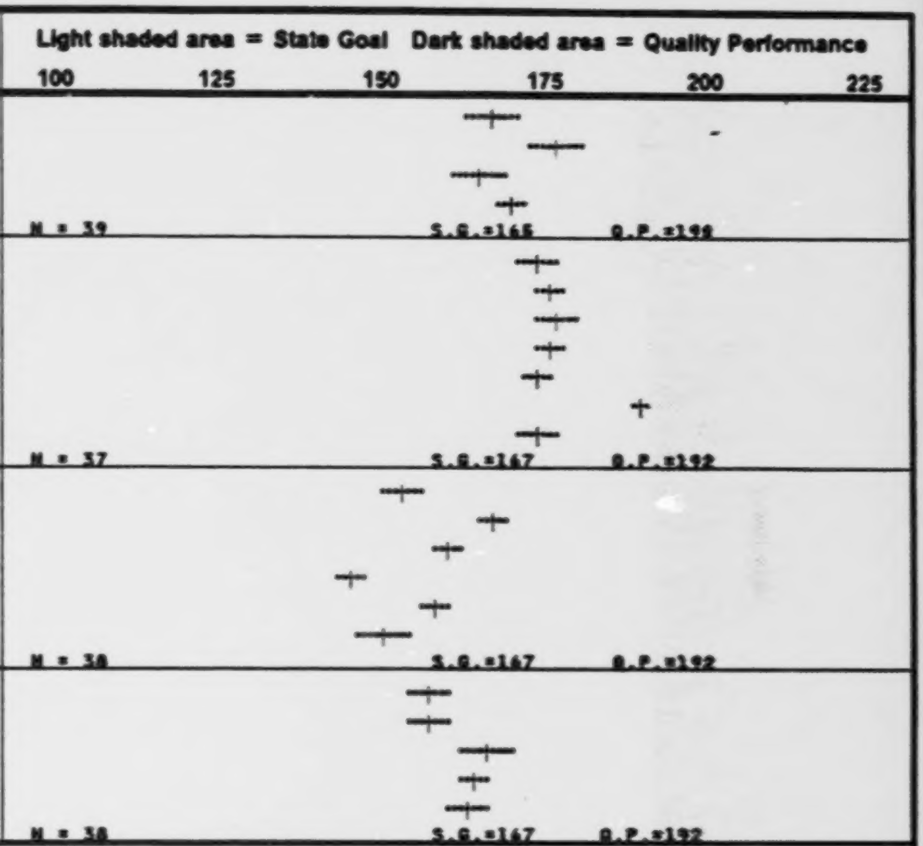
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: HUBERT ELEM
School Code: 5062

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	167 ±4
Literal Comp	177 ±4
Infer & Crit Comp	165 ±4
Reference & Study	170 ±2
MATHEMATICS	174 ±3
Numbers & Num Rel	176 ±2
Operations & Comp	177 ±3
Geometry	176 ±2
Measurement	174 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	174 ±3
SCIENCE *	153 ±3
Life Science	167 ±2
Earth Science	160 ±2
Physical Science	145 ±2
Process Skills	158 ±2
Env/Sci/Tech/Soc	150 ±4
SOCIAL STUDIES	157 ±3
Communities	157 ±3
Citizenship	166 ±4
American Heritage	164 ±2
Skills	163 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1297

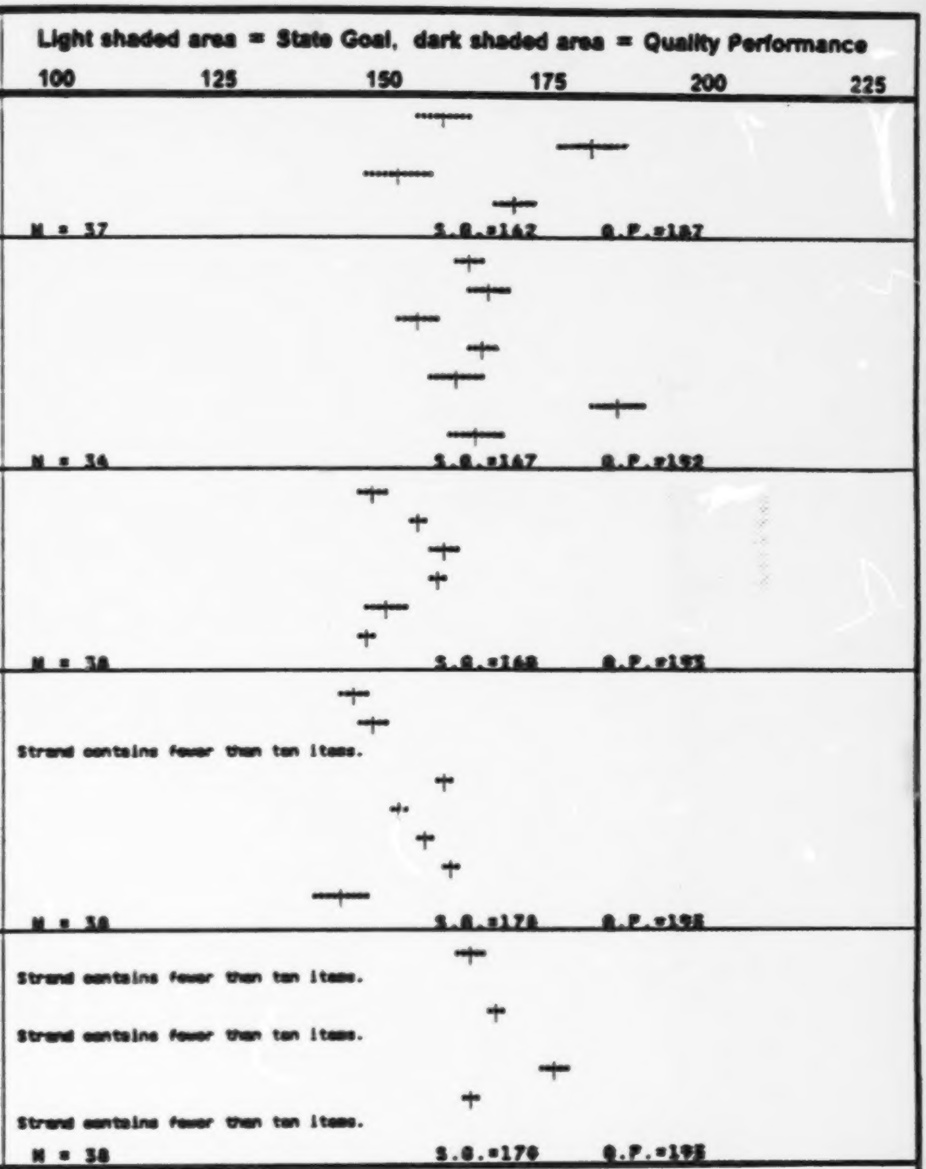
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: HUBERT ELEM
School Code: 5062

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	159 ±4	
Literal Comp	182 ±5	
Infer & Crit Comp	152 ±5	
Reference & Study	170 ±3	
		N = 37 S.G.=162 Q.P.=187
MATHEMATICS	163 ±2	
Numbers & Num Rel	166 ±3	
Operations & Comp	155 ±3	
Geometry	165 ±2	
Measurement	161 ±4	
Prob & Stat	186 ±4	
PROBLEM SOLVING	164 ±4	
		N = 36 S.G.=167 Q.P.=192
SCIENCE	148 ±2	
Life Science	155 ±1	
Earth Science	159 ±2	
Physical Science	158 ±1	
Process Skills	150 ±3	
Env/Sci/Tech/Soc	147 ±1	
		N = 38 S.G.=168 Q.P.=193
SOCIAL STUDIES	145 ±2	
Geog Regions	148 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	159 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	156 ±1	
U.S. 1932-present	160 ±1	
Skills	143 ±4	
		N = 38 S.G.=170 Q.P.=195
HEALTH	163 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	167 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	176 ±2	
Growth, Dev & Fam	163 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 38 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

1298

ǂ = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

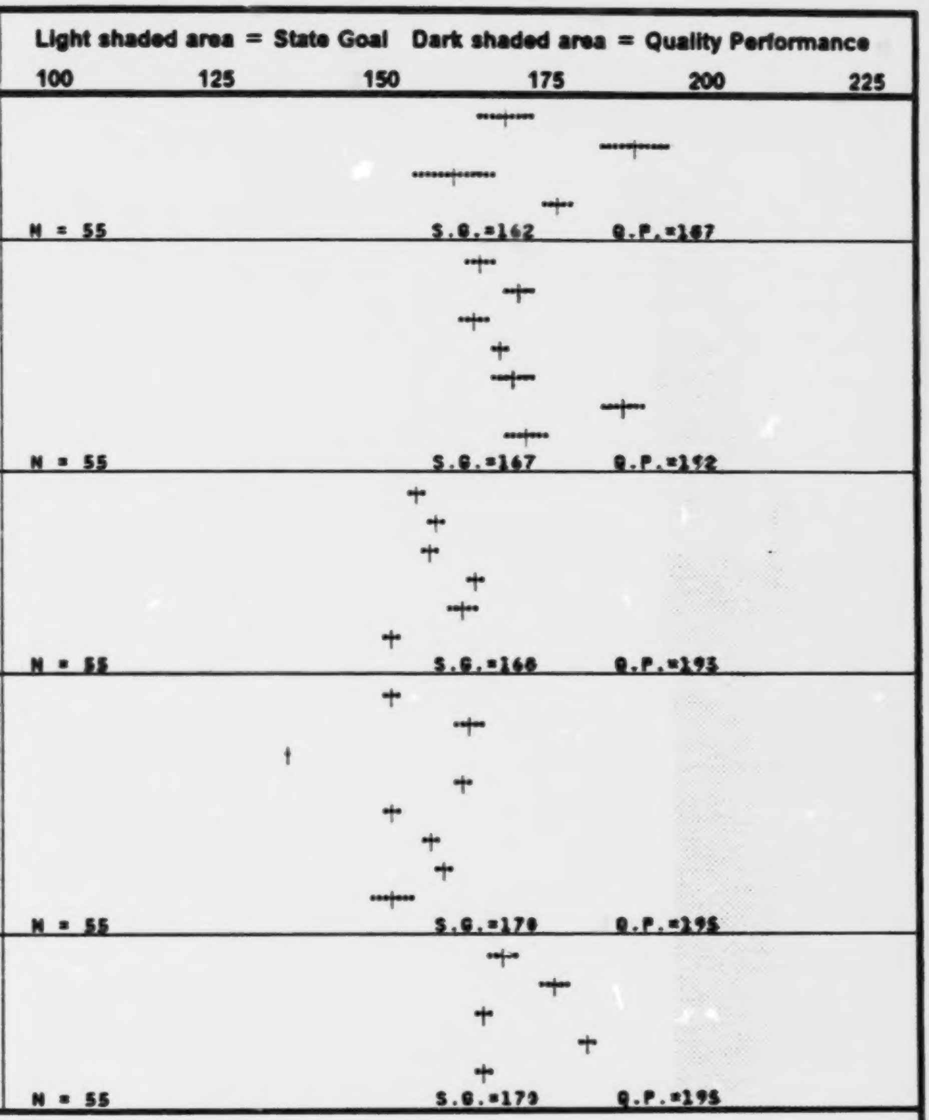
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: HUBERT ELEM
School Code: 5062

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	169 ±4
Literal Comp	189 ±5
Infer & Crit Comp	161 ±6
Reference & Study	177 ±2
MATHEMATICS	165 ±2
Numbers & Num Rel	171 ±2
Operations & Comp	164 ±2
Geometry	168 ±1
Measurement	170 ±3
Prob & Stat	187 ±3
PROBLEM SOLVING	172 ±3
SCIENCE	155 ±1
Life Science	158 ±1
Earth Science	157 ±1
Physical Science	164 ±1
Process Skills	162 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	151 ±1
Geog Regions	163 ±2
Canada Hist/Geog	135 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	157 ±1
U.S. 1932-present	159 ±1
Skills	151 ±3
HEALTH	168 ±2
Sfty/Prs/Mntl Hlth	176 ±2
Nutrition	165 ±1
Substance Abuse	181 ±1
Growth, Dev & Fam	165 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1299

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	43	66	38	34	33	
02	53	78	56	51	53	
03	38	39	18	71	37	
04	45	45	27	32	69	
05	49	74	36	81	27	
School Total	228	59	34	50	44	-6
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	43	88	58	52	44	
02	53	93	70	78	92	
03	38	41	20	67	45	
04	44	61	30	29	57	
05	48	56	26	22	52	
School Total	226	68	39	50	60	10
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42434 HUBERT ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	38	13	34	38	17	45
02	46	23	50	46	43	93
03	34	13	38	34	15	44
04	42	28	67	41	23	56
05	44	11	25	43	21	49
SCHOOL TOTAL	204	88	43	202	119	59
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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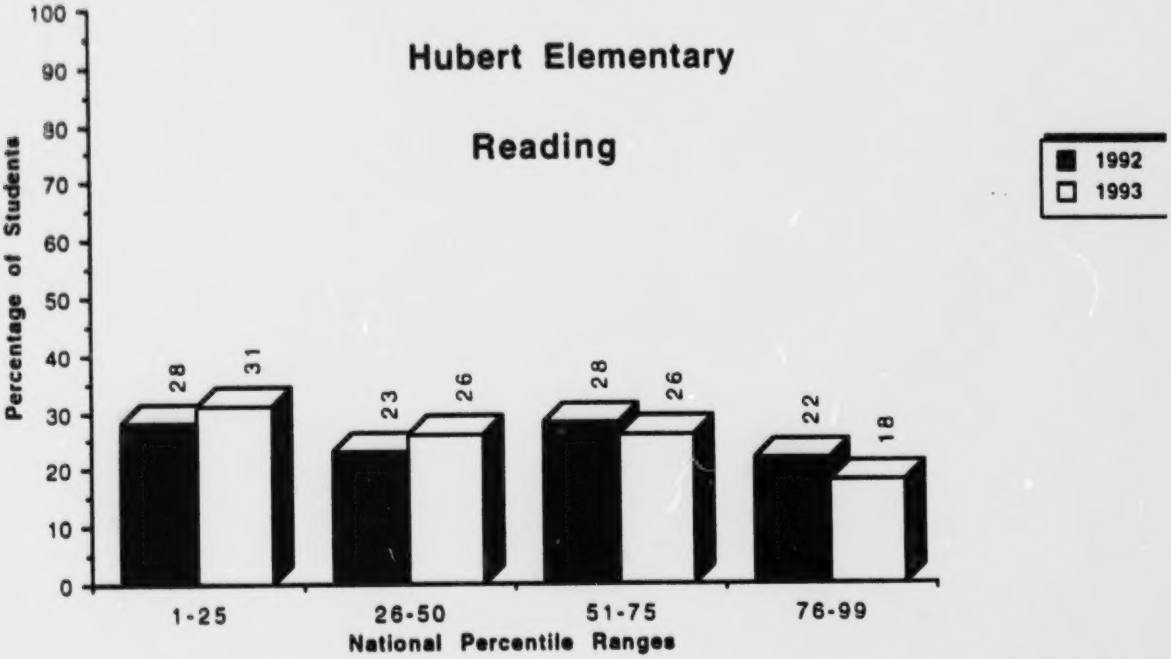
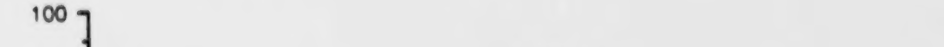
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	25	32	44	12	17	38	66	28
03 SWP	16	35	36	1	5	32	29	-3
04 SWP	12	37	51	14	10	41	38	-3
05 SWP	29	34	36	2	32	33	41	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	17	29	40	11	17	45	66	21
03	13	35	36	1	10	52	37	-15
04	14	43	47	4	13	46	41	-5
05	11	29	28	-1	10	28	38	10

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

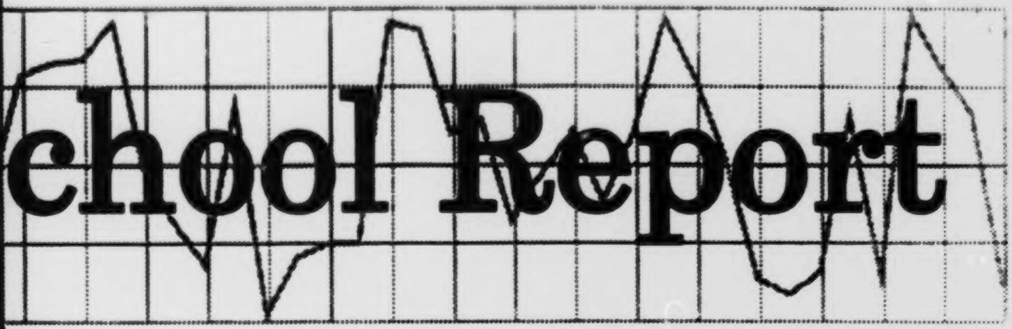
8/04/93 HUBERT ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

		Promoted		Admin. Placed		Retained		Total
Grade		N	Percent	N	Percent	N	Percent	N
K	School	45	100					45
	System	5,184	95			294	5	5,478
01	School	37	70	8	15	8	15	53
	System	4,879	89	202	4	408	7	5,489
02	School	50	86	6	10	2	3	58
	System	4,527	91	257	5	185	4	4,969
03	School	37	82	8	18			45
	System	4,598	92	260	5	113	2	4,971
04	School	47	92	4	8			51
	System	4,608	94	227	5	82	2	4,917
05	School	53	96	2	4			55
	System	4,588	96	191	4	20		4,799
	School	269	88	28	9	10	3	307
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

KIMBERLY
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1311

KIMBERLY ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Four hundred and seventy-one students in K-5 were provided instructional and other support services during the school year. The school's enrollment declined 6.0 percent in 1992-93 compared to the system's findings of 6.8 percent. • Almost half of the students transferred either from other school districts (28 percent) or from APS schools (15 percent). Most students (89 percent) were on roll seven or more attendance periods. The pupil/teacher ratio (21.4) was smaller than the system ratio (22.2). • The school's pupil attendance declined in 1992-93 below that of 1991-92, however, its average continues to surpass the system's average. Certified staff attendance was comparable to system trends. • The school's pupils (51 percent) entered kindergarten with prior community-based and head start preschool care. The remaining 49 percent had either 6 months or no preschool enrollment. • Based upon needs, interests and/or overall school offerings, students participated in the following projects: Chapter I - reading and mathematics; Remedial Education Program - reading, mathematics, and writing; Full Potential and an after-school program.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP assessment program consists of non-structured tasks which teachers observe and rate; and structured activities that are assessed. Fewer percentages of Kimberly's students were rated as being developmentally capable, on both observed and structured indicators, than APS system and Georgia State kindergarteners. The communicative indicator *"Demonstrates Emergent Literacy"* and logical-mathematical indicator *"extends patterns"* indicate students may need additional instructional help.
B. What was the ending performance of kindergarten students in writing?	• Ninety six percent of the kindergarten students reached or surpassed Stage 4 "Copier." In fact almost two thirds reached Stage 6: Phrase/Sentence (28.4 percent) and Stage 7: Simple Story Writer (32.4 percent).
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Increased percentages of students, 2nd - 5th grade, acquired posttest results in higher catagories -- "excellent" and "upper adequate" than pretest results. Trends at the fourth grade level were different in that the scores from the pretest to the posttest remained relatively similar. • Fourth and fifth grade students were administered pretest and posttest on nonfiction selections. Fourth graders' posttest results showed decline at the higher levels -- "excellent" and "upper middle." The fifth grade posttest results, however, showed increased percentages of pupils scoring in higher levels on the posttest than pretest results.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The Georgia Curriculum-Based Assessment scores of the third graders met or exceeded state goal in Language Arts: Reading and Mathematics. The respective strands' scores were also at or above state goal. The attainment of state goal in the content area "Social Studies" in 1992 was not maintained in 1993. The school's scores do not indicate quality performance in any content area or strand.
B. Grade 5	• The CBA scores of fifth grade students met or exceeded state goals in the content areas of Language Arts: Reading, Mathematics and Health two consecutive years. However, the school's scores do not indicate quality performance in any content area two consecutive years.

Critical Questions	**Findings**
IV. **Iowa Tests of Basic Skills (ITBS)**	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• In reading and mathematics the regular students' overall N.P. data remained constant in 1993 compared to 1992 results. There were, however, changes in the percentages at various grade levels -- declines occurred at the third grade in reading and mathematics. (Note: The category "regular program students" includes both pupils who attended the school seven or more periods and those who attended less than seven periods).
B. Students who attended the school for seven or more attendance periods?	• A larger percentages of pupils in attendance seven or more periods achieved N.P. status than regular pupils in reading and mathematics.
C. The percentage of students scoring within each quadrant?	• The reading subtest results show large declines in the percentages of students scoring in quadrants 26-50 and 51-75 resulting in increased percentages at the lower quadrant -- 1-25 range. A shift of two percent increase, however, occurred in the fourth quadrant. In mathematics there were increases at the fourth quadrant. It appears that this positive shift came from reductions indicated in the third quadrant.

Critical Questions	Findings
V. **Project Results**	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Kimberly's staff conducted a non-schoolwide Chapter I program. The school's NCE gains in reading were camparable to system gains. The school's mathematics NCE's, contrary to system trends, show large gains at the first and fifth grades along with a large decline at the third grade level.
B. Remedial Education Program (REP)	• The school's REP participants' gains exceeded system pupils' NCE gains in reading and mathematics.
VI. **Progression Status**	
How did the school's progression status compare to that of the system?	• The school and system progression data are comparable.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

1323

08/06/93
KIMBERLY ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	466	501	471	-30	-6.0	5	1.1
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	418	89	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	53	11	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	134	28	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	73	15	3873	12
MOBILITY INDEX	.33		.38	
3. PUPIL-TEACHER RATIO	21.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	131	28	15734	50
CHAPTER I MATH	87	18	14903	47
REP READING	136	29	4384	14
REP MATH	117	25	3768	12
FULL POTENTIAL	471	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	50	11	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	2	3	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	35	48	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	36	49	2391	45
FIRST GRADE - APS K-GARTEN	91	89	4862	90
FIRST GRADE - NON-APS K-GARTEN	11	11	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	95.5	94.4
1991-92	95.9	94.1
1992-93	94.7	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.5	97.2
1991-92	95.8	97.4
1992-93	97.3	97.4

Kimberly Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	93	93	92
II. Logical-Mathematical	92	93	93
III. Physical	92	97	96
IV. Personal	92	94	92
V. Social	92	94	93
Total Number Reported	73	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	89	93	92
B. Processes Auditory Information	89	92	92
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	88	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	92	90	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	92	93	93
D. Extends Patterns	89	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
KIMBERLY ELEMENTARY SCHOOL 41490

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	1	1.4
STAGE 2: SCRIBBLE WRITER	1	1.4
STAGE 3: INVENTED WORD WRITER	1	1.4
STAGE 4: COPIER	15	20.3
STAGE 5: NEW WORD WRITER	7	9.5
STAGE 6: PHRASE/SENTENCE WRITER	21	28.4
STAGE 7: SIMPLE STORY WRITER	24	32.4
STAGE 8: INTERMEDIATE STORY WRITER	4	5.4
TOTAL NUMBER	74	100.2

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1	***Pictographic Writer*** Child writing is drawing; does not use alphabet letters.
Stage 2	***Scribble Writer*** Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
Stage 3	***Invented Word Writer*** Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
Stage 4	***Copier*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 5	***New Word Writer*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 6	***Phrase/Sentence Writer*** Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
Stage 7	***Simple Story Writer*** Child's story consists of short related sentences.
Stage 8	***Intermediate Story Writer*** Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
Stage 9	***Advanced Story Writer*** Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: KIMBERLY ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	4	8	10	19	16	30	23	43	53
POSTTEST	LEVEL	2	2	4	9	17	17	32	13	25	12	23	53
DIFFERENCE	LEVEL	2	2	4	5	9	7	13	-3	-5	-11	-20	
PRETEST	LEVEL	3	3	6	8	17	12	26	11	23	13	28	47
POSTTEST	LEVEL	3	8	17	11	23	8	17	6	13	14	30	47
DIFFERENCE	LEVEL	3	5	11	3	6	-4	-9	-5	-10	1	2	
PRETEST	LEVEL	4	5	11	10	22	11	24	6	13	14	30	46
POSTTEST	LEVEL	4	6	13	9	20	11	24	5	11	15	33	46
DIFFERENCE	LEVEL	4	1	2	-1	-2	0	0	-1	-2	1	3	
PRETEST	LEVEL	5	4	7	12	21	16	28	17	30	8	14	57
POSTTEST	LEVEL	5	13	23	21	37	19	33	2	4	2	4	57
DIFFERENCE	LEVEL	5	9	16	9	16	3	5	-15	-26	-6	-10	
			12	6	34	17	49	24	50	25	58	29	203
			29	14	50	25	55	27	26	13	43	21	203
			17	8	16	8	6	3	-24	-12	-15	-8	

1335 1336

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: KIMBERLY ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	14	24	17	29	8	14	13	22	7	12	59
POSTTEST	LEVEL	4	3	5	12	20	14	24	13	22	17	29	59
DIFFERENCE	LEVEL	4	-11	-19	-5	-9	6	10	0	0	10	17	
PRETEST	LEVEL	5	0	0	6	12	13	25	12	23	21	40	52
POSTTEST	LEVEL	5	9	17	20	38	12	23	7	13	4	8	52
DIFFERENCE	LEVEL	5	9	17	14	26	-1	-2	-5	-10	-17	-32	
			14	13	23	21	21	19	25	23	28	25	111
			12	11	32	29	26	23	20	18	21	19	111
			-2	-2	9	8	5	4	-5	-5	-7	-6	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

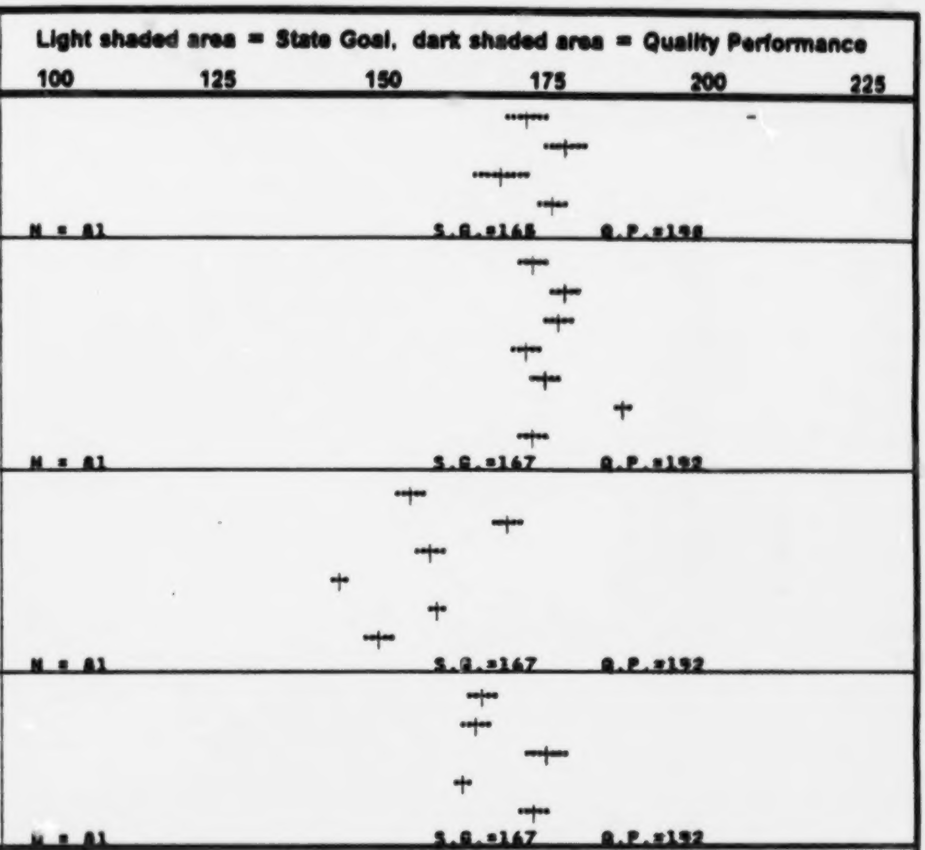
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: KIMBERLY ELEM
School Code: 1064

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	172 ±3
Literal Comp	178 ±3
Infer & Crit Comp	168 ±4
Reference & Study	176 ±2
MATHEMATICS	173 ±2
Numbers & Num Rel	178 ±2
Operations & Comp	177 ±2
Geometry	172 ±2
Measurement	175 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	173 ±2
SCIENCE	154 ±2
Life Science	169 ±2
Earth Science	157 ±2
Physical Science	143 ±1
Process Skills	158 ±1
Env/Sci/Tech/Soc	149 ±2
SOCIAL STUDIES	165 ±2
Communities	164 ±2
Citizenship	175 ±3
American Heritage	162 ±1
Skills	173 ±2


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

1341

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

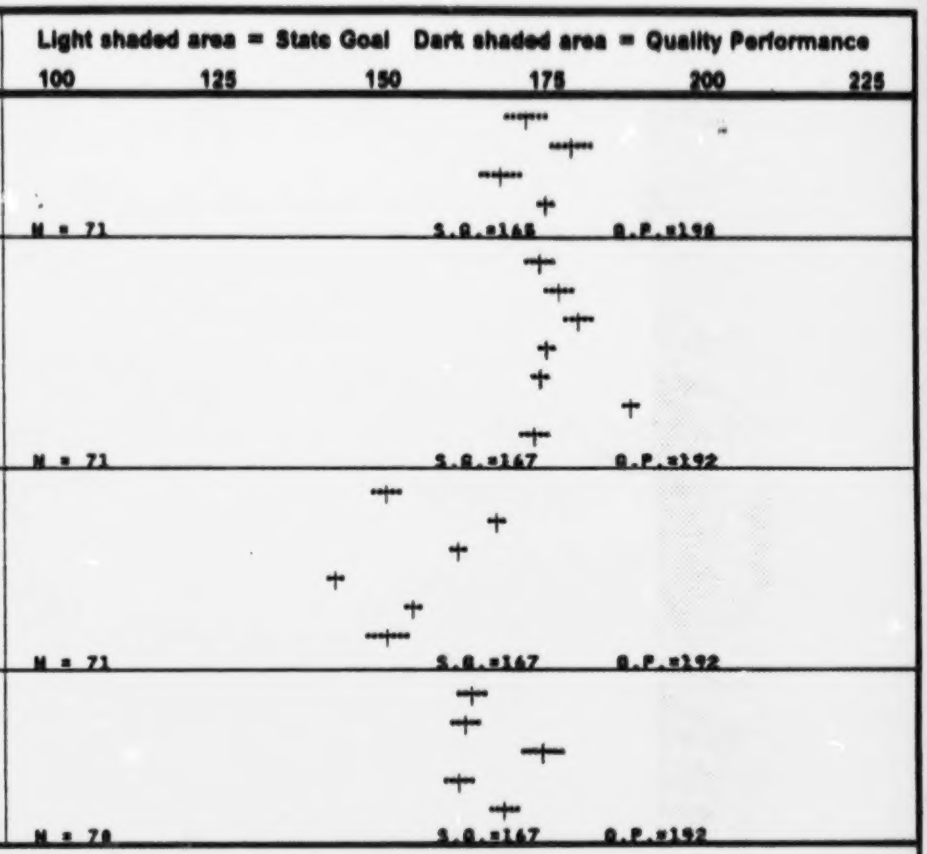
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: KIMBERLY ELEM
School Code: 1064

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	172 ±3
Literal Comp	179 ±3
Infer & Crit Comp	168 ±3
Reference & Study	175 ±1
MATHEMATICS	174 ±2
Numbers & Num Rel	177 ±2
Operations & Comp	180 ±2
Geometry	175 ±1
Measurement	174 ±1
Prob & Stat	188 ±1
PROBLEM SOLVING	173 ±2
SCIENCE *	150 ±2
Life Science	167 ±1
Earth Science	161 ±1
Physical Science	142 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	150 ±3
SOCIAL STUDIES	163 ±2
Communities	162 ±2
Citizenship	174 ±3
American Heritage	161 ±2
Skills	168 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of
Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

+ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

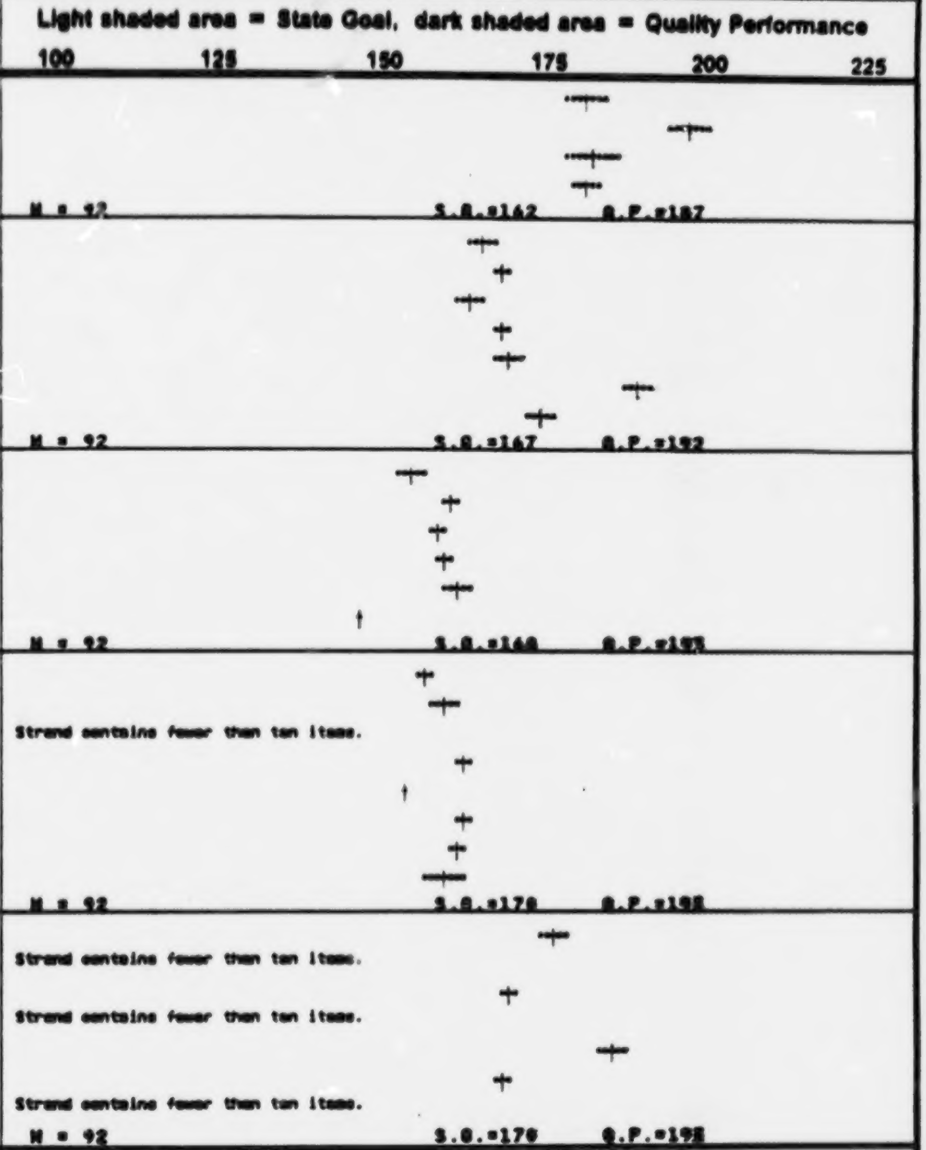
chool Content Area Summary

GRADE 5

ystem Name: ATLANTA CITY
ystem Code: 761
chool Name: KIMBERLY ELEM
chool Code: 1064

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	181 ±3	
Literal Comp	197 ±3	
Infer & Crit Comp	182 ±4	
Reference & Study	181 ±2	
		N = 92 S.G.=162 Q.P.=187
MATHEMATICS	165 ±2	
Numbers & Num Rel	168 ±1	
Operations & Comp	163 ±2	
Geometry	168 ±1	
Measurement	169 ±2	
Prob & Stat	189 ±2	
PROBLEM SOLVING	174 ±2	
		N = 92 S.G.=167 Q.P.=192
SCIENCE	154 ±2	
Life Science	160 ±1	
Earth Science	158 ±1	
Physical Science	159 ±1	
Process Skills	161 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 92 S.G.=168 Q.P.=193
SOCIAL STUDIES	156 ±1	
Geog Regions	159 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±0	
U.S. 1875-1932	162 ±1	
U.S. 1932-present	161 ±1	
Skills	159 ±3	
		N = 92 S.G.=170 Q.P.=195
HEALTH	176 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	185 ±2	
Growth, Dev & Fam	168 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 92 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1343

┼ = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

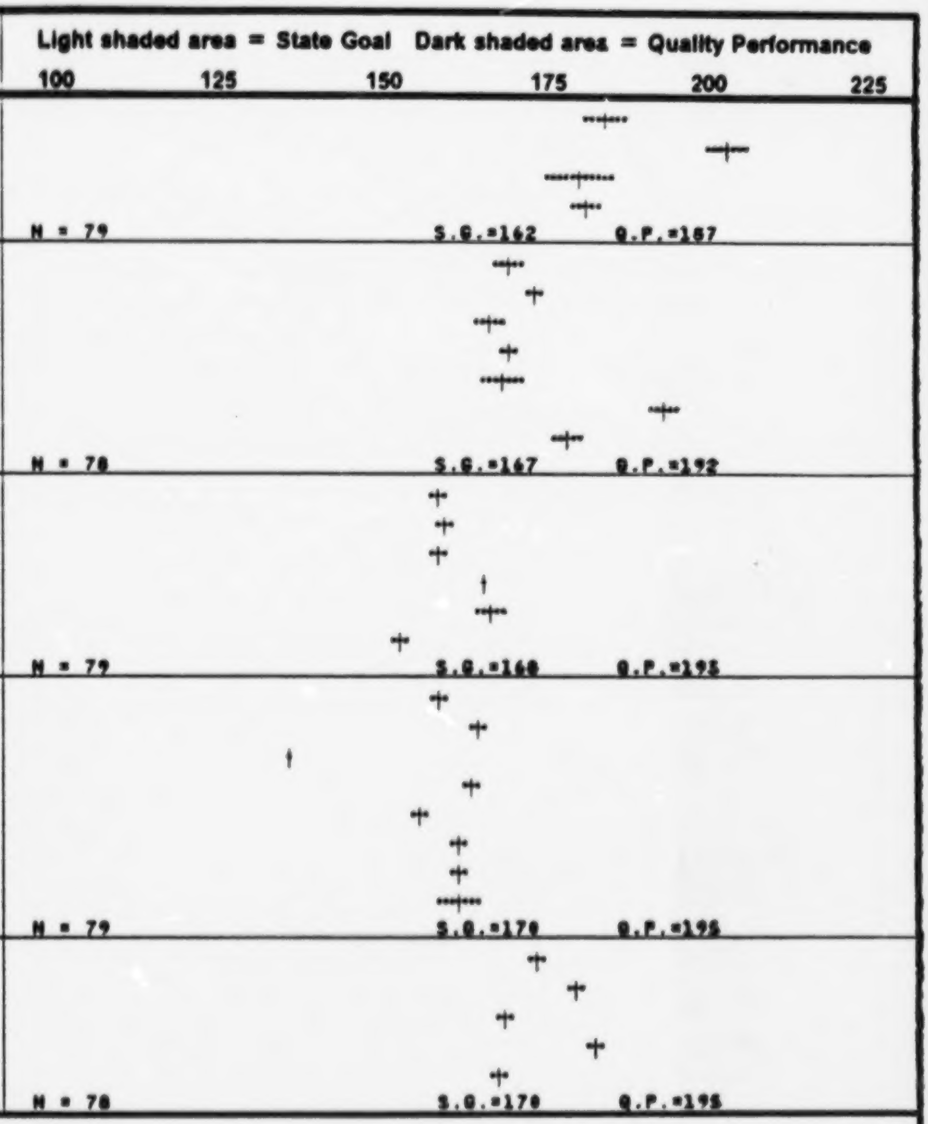
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: KIMBERLY ELEM
School Code: 1064

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	184 ±3
Literal Comp	203 ±3
Infer & Crit Comp	180 ±5
Reference & Study	181 ±2
MATHEMATICS	169 ±2
Numbers & Num Rel	173 ±1
Operations & Comp	166 ±2
Geometry	169 ±1
Measurement	168 ±3
Prob & Stat	193 ±2
PROBLEM SOLVING	178 ±2
SCIENCE	158 ±1
Life Science	159 ±1
Earth Science	158 ±1
Physical Science	165 ±0
Process Skills	166 ±2
Env/Sci/Tech/Soc	152 ±1
SOCIAL STUDIES	158 ±1
Geog Regions	164 ±1
Canada Hist/Geog	135 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	155 ±1
U.S. 1875-1932	161 ±1
U.S. 1932-present	161 ±1
Skills	161 ±3
HEALTH	173 ±1
Sfty/Prs/Mntl Hlth	179 ±1
Nutrition	168 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	167 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1344

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	102	62	51	46	38	
02	72	54	47	29	57	
03	69	63	51	42	16	
04	73	37	45	29	49	
05	79	38	37	54	44	
School Total	395	52	46	41	41	
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	102	69	65	53	46	
02	72	76	62	50	68	
03	69	70	63	48	20	
04	73	64	49	35	55	
05	79	41	49	57	56	
School Total	395	65	57	49	49	
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

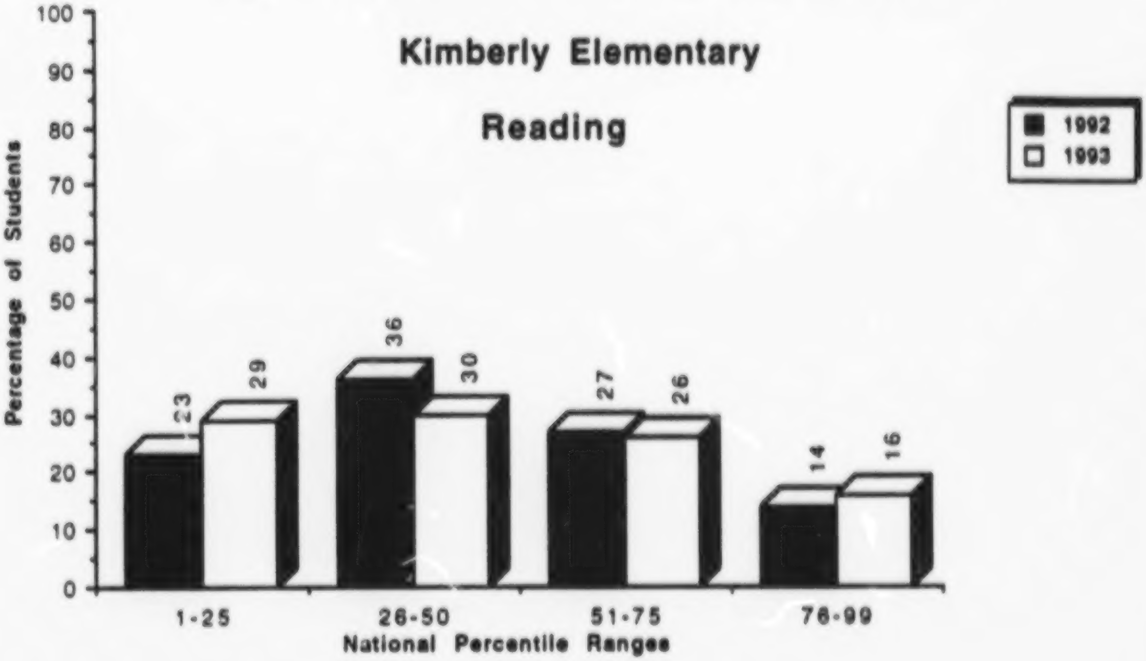
SCHOOL: 41490 KIMBERLY ELEMENTARY SCHOOL

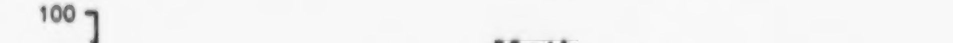
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	88	36	41	88	44	50
02	66	39	59	66	49	74
03	66	11	17	66	14	21
04	68	34	50	68	39	57
05	72	31	43	72	41	57
SCHOOL TOTAL	360	151	42	360	187	52
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

1349

10/06/93 KIMBERLY ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	16	36	42	6	19	40	51	11
03 Non SWP	28	32	33	1	23	40	33	-7
04 Non SWP	22	33	35	2	21	31	33	2
05 Non SWP	37	38	38		18	32	43	11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 KIMBERLY ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	15	38	44	6	16	40	50	10
03	21	32	36	4	13	41	37	-4
04	34	37	41	4	33	39	40	1
05	52	40	42	2	47	38	46	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

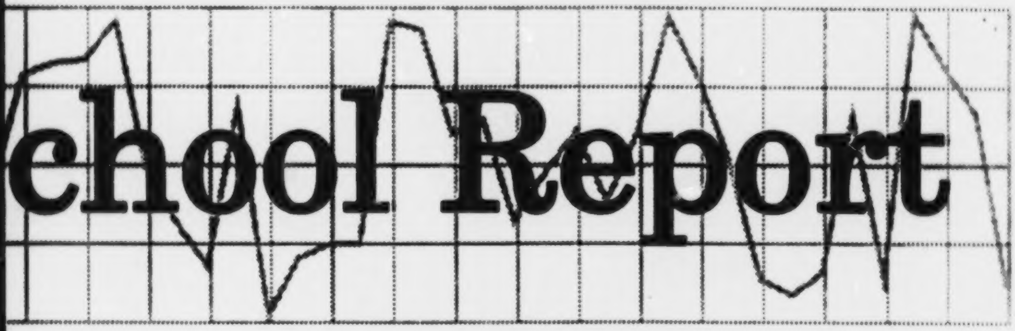
8/04/93 KIMBERLY ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	73	99			1	1	74
	System	5,184	95			294	5	5,478
01	School	86	83	10	10	7	7	103
	System	4,879	89	202	4	408	7	5,489
02	School	69	93	3	4	2	3	74
	System	4,527	91	257	5	185	4	4,969
03	School	63	89	5	7	3	4	71
	System	4,598	92	260	5	113	2	4,971
04	School	67	96	3	4			70
	System	4,608	94	227	5	82	2	4,917
05	School	78	99	1	1			79
	System	4,588	96	191	4	20		4,799
	School	436	93	22	5	13	3	471
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

KIRKWOOD
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1356

KIRKWOOD ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	**Findings**
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• Student enrollment declined over a three-year period. The percentage of decrease in enrollment was greater than the percentage of decrease systemwide. • The student mobility index (.50) was considerably higher than the systemwide index (.38). Fifteen percent of the students were enrolled less than seven attendance periods. • The student/teacher ratio at Kirkwood was higher than the systemwide ratio. • Over three-fourths of the kindergarten students entered school with little or no preschool experience. • Two first grade students had no kindergarten experience and five students attended kindergarten programs outside of the system. • Both student and staff attendance increased steadily over a three-year period. The percentage of attendance was above the system average for both students and staff.

Critical Questions	**Findings**
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of kindergarten students receiving "yes" ratings in each of the five capability areas were below the corresponding system and state percentages. Within the Communicative Capability, particular attention may be needed in the area of Emergent Literacy.
B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, 70 percent of the kindergarten students were either Phrase/Sentence Writers or Simple Story Writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In both the fiction and nonfiction categories, by the end of the school year there was an overall increase in the percentages of students scoring in the Excellent and Upper Adequate ranges and a corresponding decrease in the percentages of students scoring in the Needs Improvement and Lower Adequate ranges. This trend was not evident in grades 3 and 5 in the area of fiction. In these grades, more students scored within the Needs Improvement range at the end of the school year than at the beginning.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), third grade students exceeded the state goal in both 1992 and 1993 in the area of Mathematics. In 1993, students also met or exceeded the state goal in Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), all strands in the area of Mathematics and Citizenship and Skills (Social Studies). Additional strands for which the state goal was met in 1993 only included Inferential and Critical Comprehension and Life Science. Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.
B. Grade 5	• Taking into account the standard error (S.E.), the scores of fifth grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts, Mathematics and Health. Strands on which the state goal was met or exceeded both years included all strands in Language Arts and Mathematics, and the Substance Abuse strand in the area of Health. Quality performance was indicated both years on the following strands: Literal Comprehension (Language Arts) and Probability and Statistics (Mathematics).

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a noticeable decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. The one grade having at least 50 percent of the students with scores at or above the national norm was grade 5.
B. Students who attended the school for seven or more attendance periods?	• Compared to the entire student body tested, students who attended school at least seven attendance periods had slightly higher scores in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics there were decreases in the percentages of students wih scores in the highest quadrant (76th - 99th percentile range) and increases in the percentages of students with scores in the lowest quadrant (1st - 25th percentile range).
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• NCE gains were made by Chapter I students in grades 4 and 5 in reading and in grades 3, 4 and 5 in mathematics. These gains were greater than those made by similar students systemwide.
B. Remedial Education Program (REP)	• NCE gains were made by REP students in grade 5 in reading and in grades 3, 4 and 5 in mathematics. Gains made by REP students at these grades were greater than those made by REP students systemwide.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	- Overall, 88 percent of Kirkwood's students were promoted at the end of the year as compared to 93 percent systemwide. The highest percentage of retained students was in kindergarten. The largest percentages of administratively placed students were in grades 3, 4 and 5.

CV:sm - SR#47
Department of Research and Evaluation
October 28, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
KIRKWOOD ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	345	323	281	-42	-13.0	-64	-18.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	240	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	41	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	95	34	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	26	9	3873	12
MOBILITY INDEX	.50		.38	
3. PUPIL-TEACHER RATIO	23.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	3	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	65	23	15734	50
CHAPTER I MATH	51	18	14903	47
REP READING	46	16	4384	14
REP MATH	45	16	3768	12
BILINGUAL	3	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	2	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	8	18	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	34	77	2391	45
FIRST GRADE - APS K-GARTEN	41	85	4862	90
FIRST GRADE - NON-APS K-GARTEN	5	10	481	9
FIRST GRADE - NO K-GARTEN	2	4	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.6		94.4
1991-92		93.9		94.1
1992-93		94.3		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.5		97.2
1991-92		97.6		97.4
1992-93		98.3		97.4

Kirkwood Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	84	93	92
II. Logical-Mathematical	89	93	93
III. Physical	93	97	96
IV. Personal	89	94	92
V. Social	86	94	93
Total Number Reported	44	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	89	93	92
B. Processes Auditory Information	86	92	92
C. Communicates Orally	86	91	92
D. Demonstrates Emergent Literacy	77	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	84	90	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	86	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
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GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
KIRKWOOD ELEMENTARY SCHOOL 42504

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	2	4.7
STAGE 2: SCRIBBLE WRITER	4	9.3
STAGE 3: INVENTED WORD WRITER	3	7.0
STAGE 4: COPIER	2	4.7
STAGE 5: NEW WORD WRITER	2	4.7
STAGE 6: PHRASE/SENTENCE WRITER	14	32.6
STAGE 7: SIMPLE STORY WRITER	16	37.2
TOTAL NUMBER	43	100.2

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: KIRKWOOD ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	4	11	3	9	7	20	11	31	10	29	35
POSTTEST LEVEL 2	10	29	8	23	6	17	7	20	4	11	35
DIFFERENCE LEVEL 2	6	18	5	14	-1	-3	-4	-11	-6	-18	
PRETEST LEVEL 3	6	15	12	31	9	23	7	18	5	13	39
POSTTEST LEVEL 3	4	10	9	23	10	26	6	15	10	26	39
DIFFERENCE LEVEL 3	-2	-5	-3	-8	1	3	-1	-3	5	13	
PRETEST LEVEL 4	3	9	3	9	8	23	8	23	13	37	35
POSTTEST LEVEL 4	19	54	5	14	3	9	2	6	6	17	35
DIFFERENCE LEVEL 4	16	45	2	5	-5	-14	-6	-17	-7	-20	
PRETEST LEVEL 5	2	5	6	16	10	26	14	37	6	16	38
POSTTEST LEVEL 5	2	5	4	11	12	32	12	32	8	21	38
DIFFERENCE LEVEL 5	0	0	-2	-5	2	6	-2	-5	2	5	
	15	10	24	16	34	23	40	27	34	23	147
	35	24	26	18	31	21	27	18	28	19	147
	20	14	2	2	-3	-2	-13	-9	-6	-4	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: KIRKWOOD ELEMENTARY SCHOOL

				ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	3	9	4	13	4	13	10	31	11	34	32
POSTTEST LEVEL 4	4	13	12	38	8	25	5	16	3	9	32
DIFFERENCE LEVEL 4	1	4	8	25	4	12	-5	-15	-8	-25	
PRETEST LEVEL 5	0	0	5	13	8	20	14	35	13	33	40
POSTTEST LEVEL 5	1	3	5	13	14	35	12	30	8	20	40
DIFFERENCE LEVEL 5	1	3	0	0	6	15	-2	-5	-5	-13	
	3	4	9	13	12	17	24	33	24	33	72
	5	7	17	24	22	31	17	24	11	15	72
	2	3	8	11	10	14	-7	-9	-13	-18	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

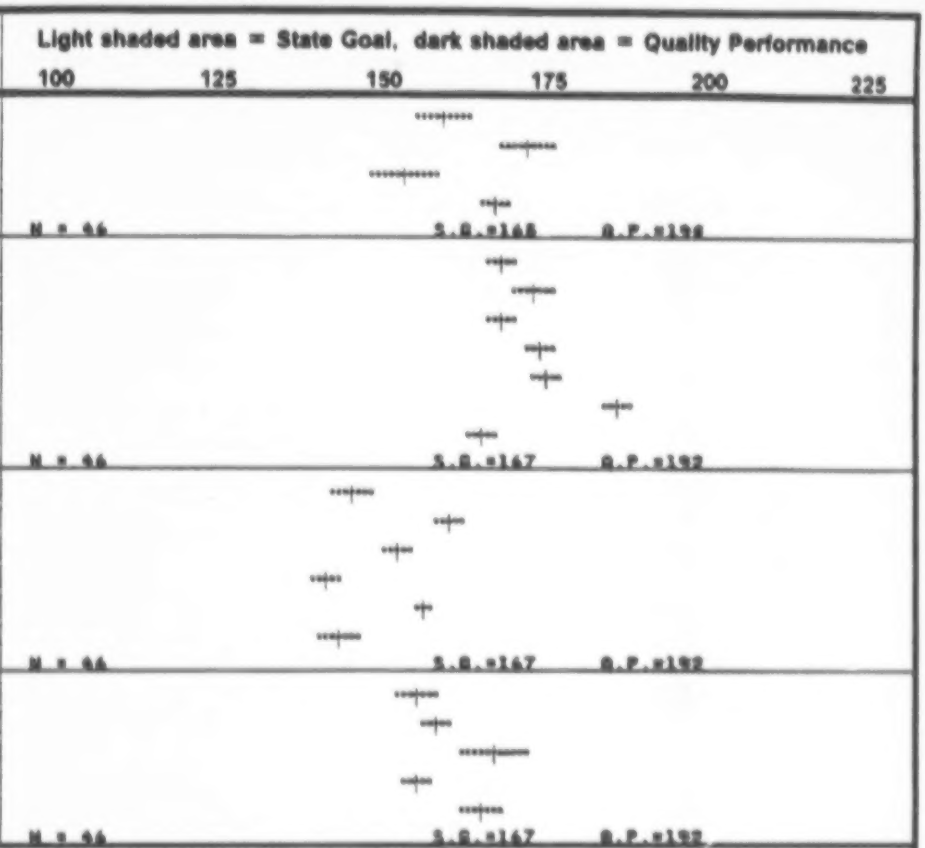
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: KIRKWOOD ELEM
School Code: 1564

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	159 ±4
Literal Comp	172 ±4
Infer & Crit Comp	153 ±5
Reference & Study	167 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	173 ±3
Operations & Comp	168 ±2
Geometry	174 ±2
Measurement	175 ±2
Prob & Stat	186 ±2
PROBLEM SOLVING	165 ±2
SCIENCE	145 ±3
Life Science	160 ±2
Earth Science	152 ±2
Physical Science	141 ±2
Process Skills	156 ±1
Env/Sci/Tech/Soc	143 ±3
SOCIAL STUDIES	155 ±3
Communities	158 ±2
Citizenship	167 ±5
American Heritage	155 ±2
Skills	165 ±3


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1386

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

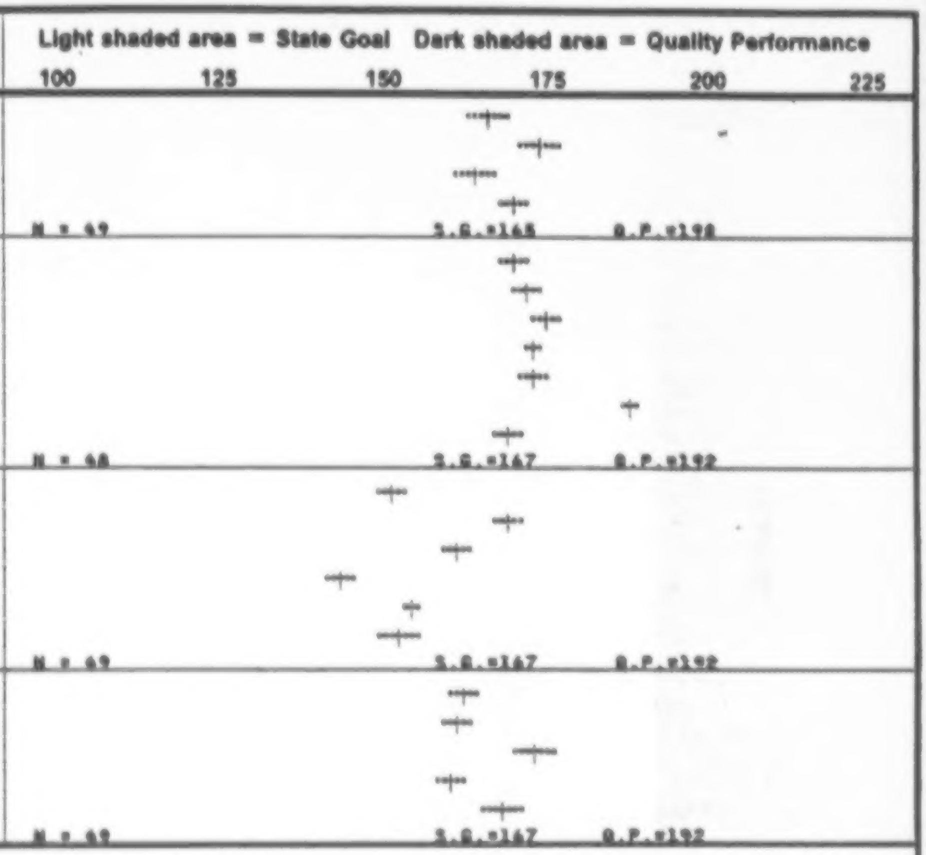
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: KIRKWOOD ELEM
School Code: 1564

GRADE 3

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	166 ±3
Literal Comp	174 ±3
Infer & Crit Comp	164 ±3
Reference & Study	170 ±2
MATHEMATICS	170 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	175 ±2
Geometry	173 ±1
Measurement	173 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	169 ±2
SCIENCE *	151 ±2
Life Science	169 ±2
Earth Science	161 ±2
Physical Science	143 ±2
Process Skills	154 ±1
Env/Sci/Tech/Soc	152 ±3
SOCIAL STUDIES	162 ±2
Communities	161 ±2
Citizenship	173 ±3
American Heritage	160 ±2
Skills	168 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

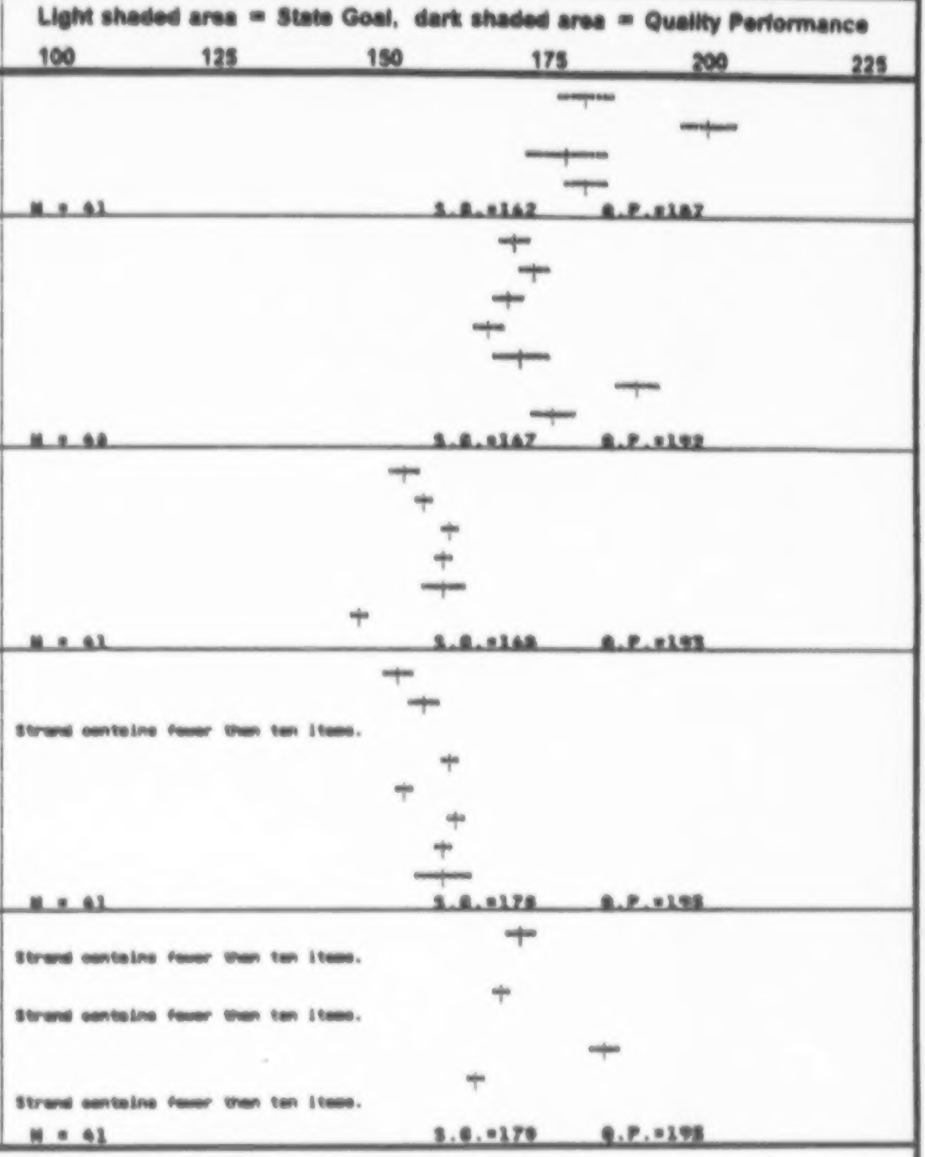
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: KIRKWOOD ELEM
School Code: 1564

Date Printed: 11NOV92


Light shaded area = State Goal, dark shaded area = Quality Performance

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	181 ±4	
Literal Comp	200 ±4	
Infer & Crit Comp	178 ±6	
Reference & Study	181 ±3	
		N = 41 S.G.=162 Q.P.=187
MATHEMATICS	170 ±2	
Numbers & Num Rel	173 ±2	
Operations & Comp	169 ±2	
Geometry	166 ±2	
Measurement	171 ±4	
Prob & Stat	189 ±3	
PROBLEM SOLVING	176 ±3	
		N = 40 S.G.=167 Q.P.=192
SCIENCE	153 ±2	
Life Science	156 ±1	
Earth Science	160 ±1	
Physical Science	159 ±1	
Process Skills	159 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 41 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±2	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	159 ±1	
Skills	159 ±4	
		N = 41 S.G.=173 Q.P.=198
HEALTH	171 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	184 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 41 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1338

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

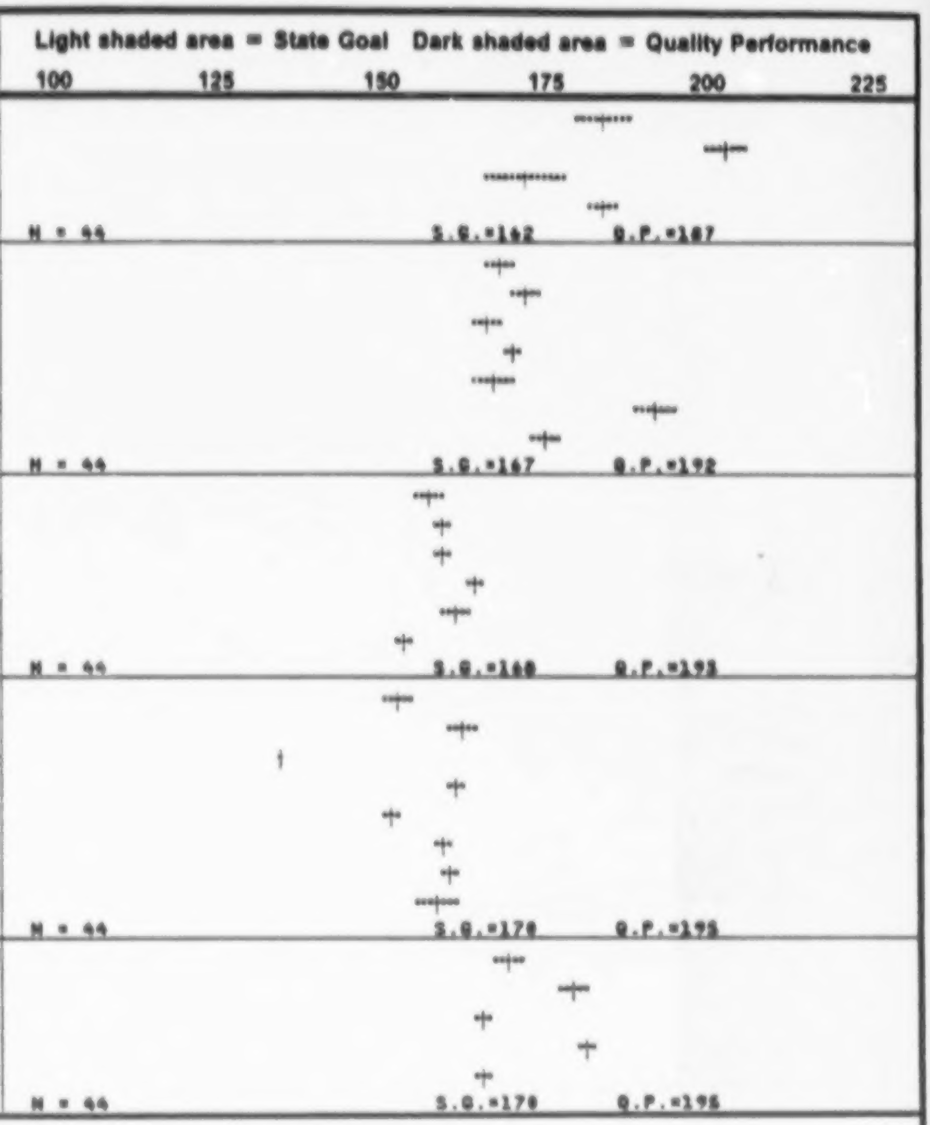
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: KIRKWOOD ELEM
School Code: 1564

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	184 ±4
Literal Comp	203 ±3
Infer & Crit Comp	172 ±6
Reference & Study	184 ±2
MATHEMATICS	168 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	166 ±2
Geometry	170 ±1
Measurement	167 ±3
Prob & Stat	192 ±3
PROBLEM SOLVING	175 ±2
SCIENCE	157 ±2
Life Science	159 ±1
Earth Science	159 ±1
Physical Science	164 ±1
Process Skills	161 ±2
Env/Sci/Tech/Soc	153 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	162 ±2
Canada Hist/Geog	134 ±0
U.S. pre-1791	161 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	160 ±1
Skills	158 ±3
HEALTH	169 ±2
Sfty/Prs/Mntl Hlth	179 ±2
Nutrition	165 ±1
Substance Abuse	181 ±1
Growth, Dev & Fam	165 ±1

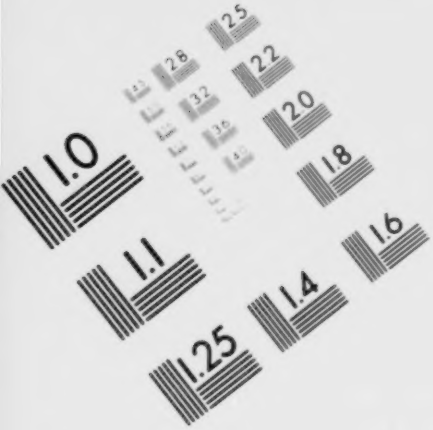


Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.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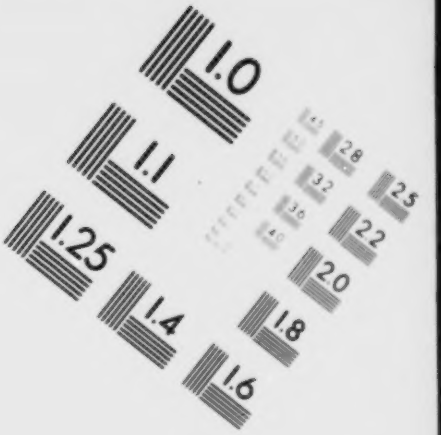
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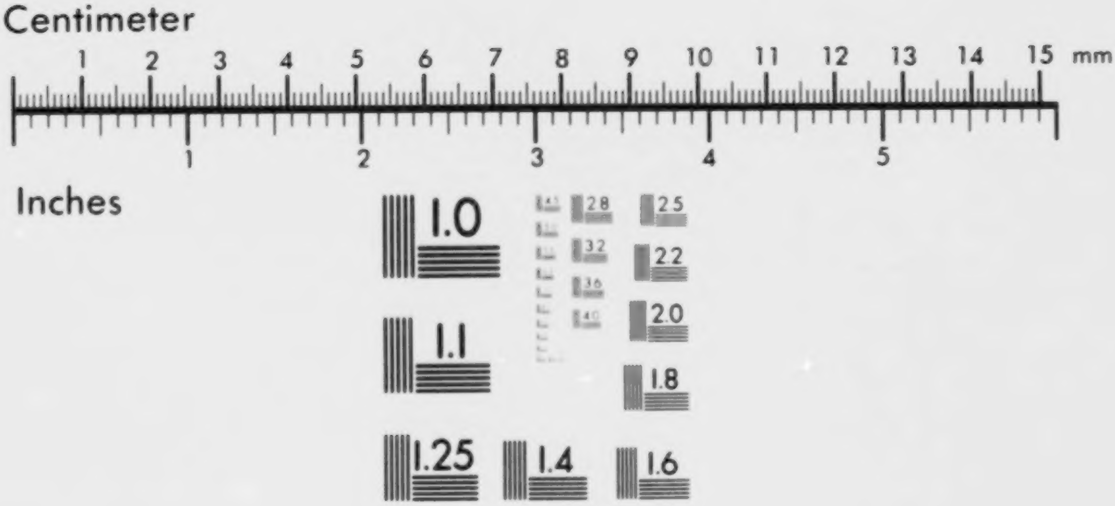
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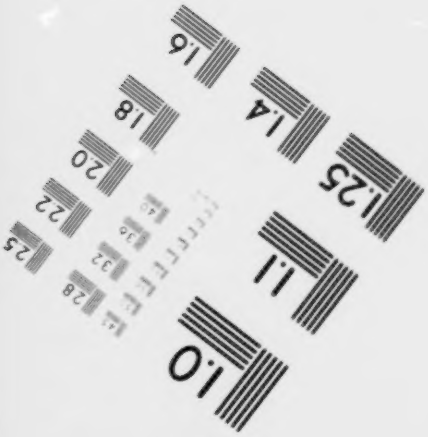
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MANUFACTURED TO AIIM STANDARDS
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10/06/93 KIRKWOOD ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	46	60	41	58	43	
02	43	90	71	68	28	
03	49	42	43	29	12	
04	44	25	20	36	34	
05	43	39	20	49	53	
School Total	225	51	40	48	34	-14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	46	58	58	44	46	
02	42	100	100	92	33	
03	49	52	57	43	31	
04	43	25	44	49	35	
05	43	52	34	62	67	
School Total	223	58	59	59	42	-17
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

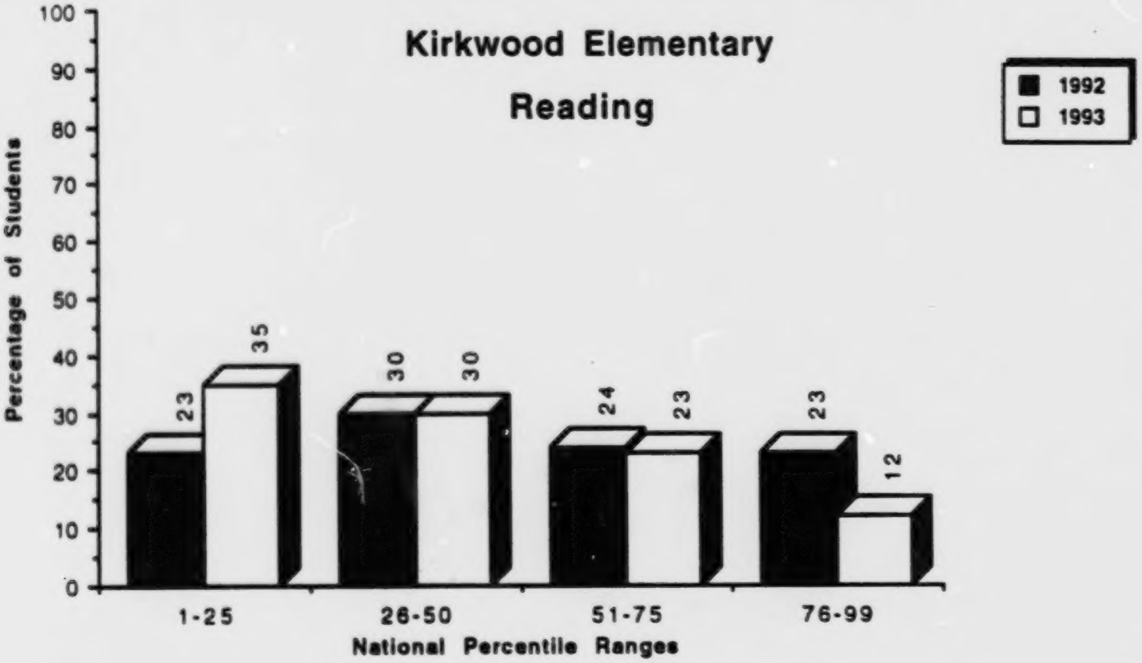
SCHOOL: 42504 KIRKWOOD ELEMENTARY SCHOOL

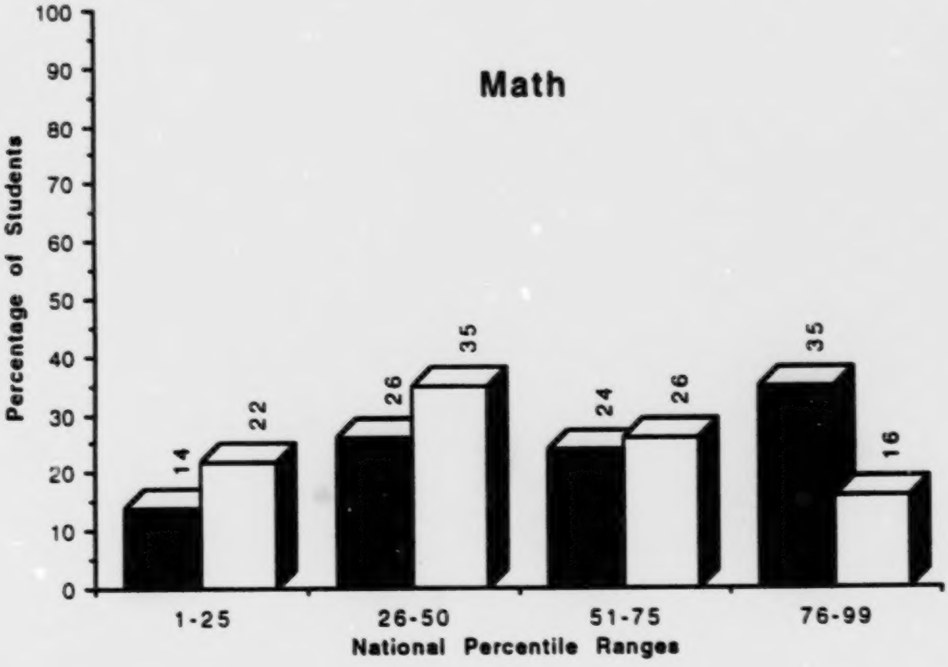
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	38	18	47	38	20	53
02	36	11	31	35	13	37
03	43	5	12	43	12	28
04	36	13	36	35	13	37
05	41	21	51	41	27	66
SCHOOL TOTAL	194	68	35	192	85	44
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

10/06/93 KIRKWOOD ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	8	41	31	-10	13	41	36	-5
03 Non SWP	9	30	29	-1	4	26	30	4
04 Non SWP	22	31	37	6	17	35	41	6
05 Non SWP	23	36	45	9	16	37	46	9

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 KIRKWOOD ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	8	40	36	-4	13	40	37	-3
03	9	30	30		2	16	22	6
04	12	30	30		12	35	41	6
05	12	30	37	7	13	35	46	11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

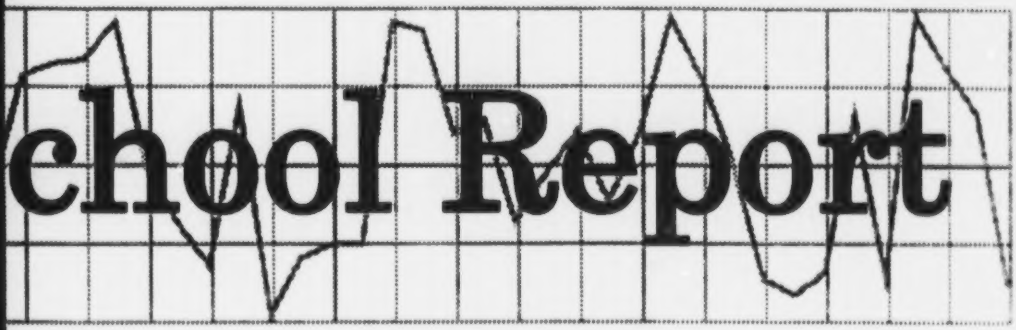
8/04/93 KIRKWOOD ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

		Promoted		Admin. Placed		Retained		Total
Grade		N	Percent	N	Percent	N	Percent	N
K	School	35	81			8	19	43
	System	5,184	95			294	5	5,478
01	School	43	91	2	4	2	4	47
	System	4,879	89	202	4	408	7	5,489
02	School	44	100					44
	System	4,527	91	257	5	185	4	4,969
03	School	41	84	7	14	1	2	49
	System	4,598	92	260	5	113	2	4,971
04	School	36	84	6	14	1	2	43
	System	4,608	94	227	5	82	2	4,917
05	School	39	89	5	11			44
	System	4,588	96	191	4	20		4,799
	School	238	88	20	7	12	4	270
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

LIN
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

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LIN ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	● Active enrollment increased by 9.2 percent over a 3-year period in comparison to a 5.3 percent decrease for the system for that period of time. ● Ninety-two percent of the pupils were on active roll for seven or more attendance periods. ● The pupil mobility index was .29 compared to .38 for the system. ● Seventy-six percent of the kindergarten pupils had preschool experiences and only one first grade pupil did not attend kindergarten. ● There was an increase in the percentage for pupil attendance from FY'92 to FY'93 and it was higher than that for the system in FY'93. ● The percentages for certified staff attendance have been higher than those for the system for the past three years and this fact was reported last year for the previous three years.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	● The GKAP capabilities and indicators showed percentages from 94 to 100 that received "yes" ratings; therefore, no capabilities or indicators suggest a need for attention, and the kindergarten students should be prepared for a developmentally appropriate first grade.
B. What was the ending performance of kindergarten students in writing?	● Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. At the school 50.5 percent of the students were in Stages 6 and 7, and 25.2 were in the higher Stages 8 and 9.

Critical Questions	Findings
II. Performance-Based Assessment (contd)	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 9 percent fewer students in the Lower Adequate/Needs Improvement Categories and 11 percent more students in the Excellent Category. • For nonfiction matched scores there were 19 percent fewer students in the Lower Adequate/Needs Improvement Categories and 18 percent more students in the Upper/Middle Adequate Categories.
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Social Studies (1992 and 1993). In addition, the scores met or exceeded the state for both years on all Reading strands; all Mathematics strands; the Life Science strand in Science and the Communities, Citizenship and Skills strands in Social Studies. The scores also met or exceeded the state goal for the Earth Science strand in Science (1993), and the American Heritage strand in Social Studies (1993). The school's scores did not indicate quality performance in any content area for either year; however, the scores did indicate quality performance in the Probability and Statistics strand in Mathematics (1993).

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (contd) B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Health (1992 and 1993) and in Science (1993). The scores also met or exceeded the state goal for 1992 and 1993 on the three Reading strands; five of the six Mathematics strands; the Process Skills strand in Science; and the Nutrition and Substance Abuse strands in Health. Additionally, in 1993, the scores met or exceeded the state goal on the Operations and Computation strand in Mathematics; the Physical Science strand in Science; the Geographical Regions and Skills strands in Social Studies; and the Safety/Personal/Mental Health and Growth and Development/Family Living strands in Health. In 1993, the school's scores indicated quality performance in the area of Language Arts/Reading. Also, the scores indicated quality performance on the Reading strands of Literal Comprehension and Inferential and Critical Comprehension (1992 and 1993) and the Reference and Study (1993); and the Mathematics strands of Probability and Statistics (1992 and 1993) and Problem Solving (1993).
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: A. Regular-program students?	• From FY'92 to FY'93 the school showed an increase of 1 in the percentage of students at or above national norm in reading and an increase of 3 in the percentage at or above national norm in mathematics. These percentages were above the -3 of the system for both subjects.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) contd.	
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had higher percentages of students at or above the national norm for reading and mathematics.
C. The percentage of students scoring within each quadrant?	• There was a decrease in the percentage of students in the lowest quadrant and an increase in the highest quadrant for reading; however, there were increases in the lowest and highest quadrants for mathematics.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• There were gains in NCE for the students in Chapter I reading at every grade level and losses in NCE at every grade level in mathematics.
B. Remedial Education Program (REP)	• There were gains in NCE for the REP students in reading at grades three and five, no gain at grade two and a loss at grade four. In mathematics, there were losses in NCE at grades two, three and five and a gain at grade four.
VI. Progression Status How did the school's progression status compare to that of the system?	• Ninety-eight percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system and 1 percent was retained compared to 4 percent for the system.

R&E/PA:lf November 3, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
LIN ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	381	404	416	12	3.0	35	9.2
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	384	92	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	32	8	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	103	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	74	18	3873	12
MOBILITY INDEX	.29		.38	
3. PUPIL-TEACHER RATIO	21.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	2	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	66	16	15734	50
CHAPTER I MATH	62	15	14903	47
REP READING	34	8	4384	14
REP MATH	46	11	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	155	37	1539	5
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	18	4	2028	6
BILINGUAL	20	5	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

5. STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	2	2	291	5
K-GARTEN - HEAD START	2	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	63	72	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	24	2391	45
FIRST GRADE - APS K-GARTEN	57	85	4862	90
FIRST GRADE - NON-APS K-GARTEN	9	13	481	9
FIRST GRADE - NO K-GARTEN	1	1	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.7		94.4
1991-92		94.6		94.1
1992-93		95.2		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		98.4		97.2
1991-92		98.5		97.4
1992-93		98.2		97.4

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	97	93	92
II. Logical-Mathematical	99	93	93
III. Physical	99	97	96
IV. Personal	95	94	92
V. Social	94	94	93
Total Number Reported	86	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	99	93	92
B. Processes Auditory Information	99	92	92
C. Communicates Orally	100	91	92
D. Demonstrates Emergent Literacy	95	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	97	90	91
B. Makes Comparisons	98	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	99	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

*Skills Assessed with Structured Assessment Activities.

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
LIN ELEMENTARY SCHOOL 42518

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	2	2.3
STAGE 2: SCRIBBLE WRITER	4	4.6
STAGE 3: INVENTED WORD WRITER	2	2.3
STAGE 4: COPIER	8	9.2
STAGE 5: NEW WORD WRITER	5	5.7
STAGE 6: PHRASE/SENTENCE WRITER	11	12.6
STAGE 7: SIMPLE STORY WRITER	33	37.9
STAGE 8: INTERMEDIATE STORY WRITER	13	14.9
STAGE 9: ADVANCED STORY WRITER	9	10.3
TOTAL NUMBER	87	99.8

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: LIN ELEMENTARY SCHOOL

			ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	5	7	19	26	21	28	10	14	19	26	74
POSTTEST LEVEL 2	13	18	21	28	21	28	14	19	5	7	74
DIFFERENCE LEVEL 2	8	11	2	2	0	0	4	5	-14	-19	
PRETEST LEVEL 3	15	28	11	20	11	20	8	15	9	17	54
POSTTEST LEVEL 3	12	22	12	22	9	17	7	13	14	26	54
DIFFERENCE LEVEL 3	-3	-6	1	2	-2	-3	-1	-2	5	9	
PRETEST LEVEL 4	9	16	16	29	7	13	8	15	15	27	55
POSTTEST LEVEL 4	22	40	16	29	8	15	7	13	2	4	55
DIFFERENCE LEVEL 4	13	24	0	0	1	2	-1	-2	-13	-23	
PRETEST LEVEL 5	5	9	16	28	12	21	19	33	6	10	58
POSTTEST LEVEL 5	13	22	12	21	10	17	6	10	17	29	58
DIFFERENCE LEVEL 5	8	13	-4	-7	-2	-4	-13	-23	11	19	
	34	14	62	26	51	21	45	19	49	20	241
	60	25	61	25	48	20	34	14	38	16	241
	26	11	-1	-1	-3	-1	-11	-5	-11	-4	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: LIN ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	12	22	15	27	10	18	11	20	7	13	55
POSTTEST LEVEL 4	7	13	20	36	17	31	6	11	5	9	55
DIFFERENCE LEVEL 4	-5	-9	5	9	7	13	-5	-9	-2	-4	
PRETEST LEVEL 5	3	6	13	25	12	23	15	28	10	19	53
POSTTEST LEVEL 5	8	15	14	26	19	36	5	9	7	13	53
DIFFERENCE LEVEL 5	5	9	1	1	7	13	-10	-19	-3	-6	
	15	14	28	26	22	20	26	24	17	16	108
	15	14	34	31	36	33	11	10	12	11	108
	0	0	6	5	14	13	-15	-14	-5	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

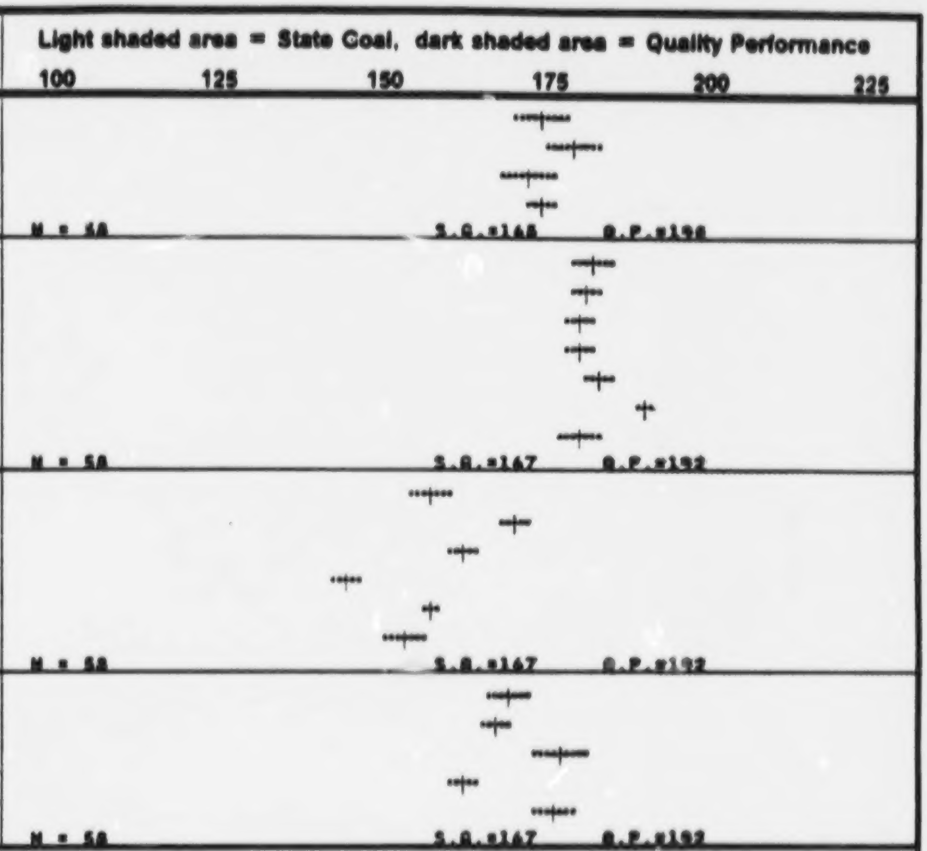
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: LIN ELEM
School Code: 2564

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	174 ±4
Literal Comp	179 ±4
Infer & Crit Comp	172 ±4
Reference & Study	174 ±2
MATHEMATICS	182 ±3
Numbers & Num Rel	181 ±2
Operations & Comp	180 ±2
Geometry	180 ±2
Measurement	183 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	180 ±3
SCIENCE	157 ±3
Life Science	170 ±2
Earth Science	162 ±2
Physical Science	144 ±2
Process Skills	157 ±1
Env/Sci/Tech/Soc	153 ±3
SOCIAL STUDIES	169 ±3
Communities	167 ±2
Citizenship	177 ±4
American Heritage	162 ±2
Skills	176 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

1429

† = the school score
*** = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

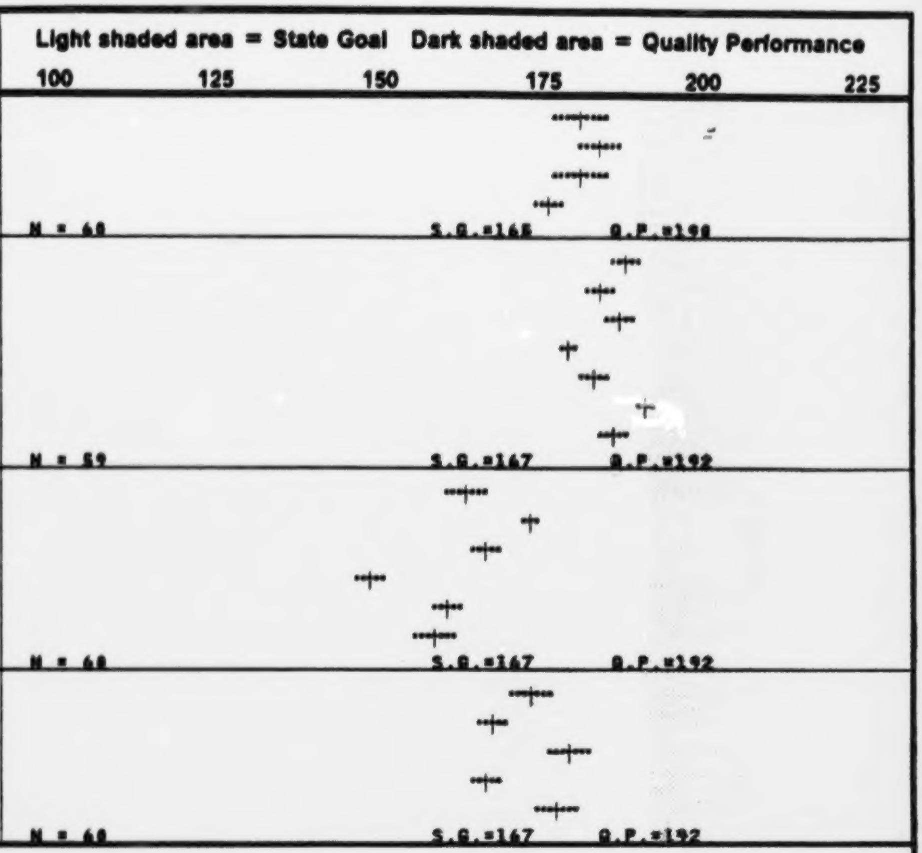
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: LIN ELEM
School Code: 2564

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	181 ±4
Literal Comp	184 ±3
Infer & Crit Comp	181 ±4
Reference & Study	176 ±2
MATHEMATICS	188 ±2
Numbers & Num Rel	184 ±2
Operations & Comp	187 ±2
Geometry	179 ±1
Measurement	183 ±2
Prob & Stat	191 ±1
PROBLEM SOLVING	186 ±2
SCIENCE *	163 ±3
Life Science	173 ±1
Earth Science	166 ±2
Physical Science	148 ±2
Process Skills	160 ±2
Env/Sci/Tech/Soc	158 ±3
SOCIAL STUDIES	173 ±3
Communities	167 ±2
Citizenship	179 ±3
American Heritage	166 ±2
Skills	177 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

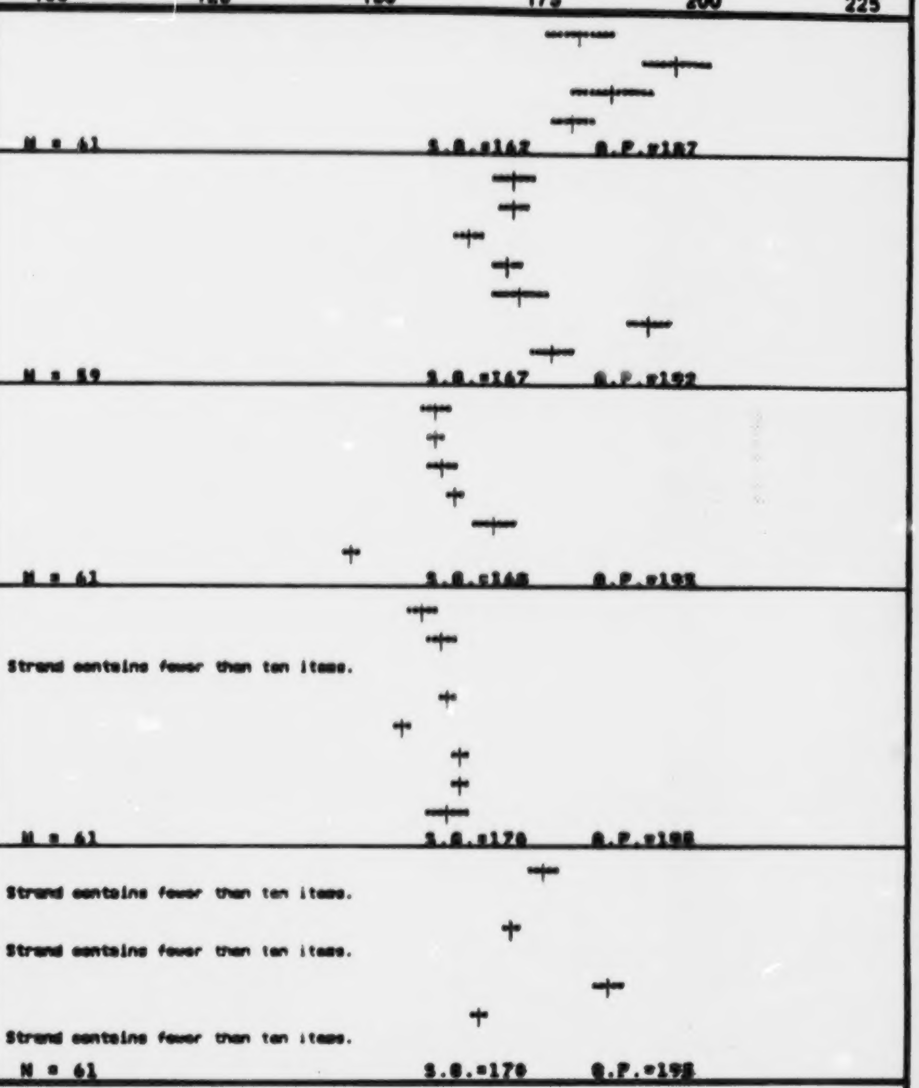
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: LIN ELEM
School Code: 2564

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	181 ±5	
Literal Comp	196 ±5	
Infer & Crit Comp	186 ±6	
Reference & Study	180 ±3	
		N = 61 S.G.=167 Q.P.=187
MATHEMATICS	171 ±3	
Numbers & Num Rel	171 ±2	
Operations & Comp	164 ±2	
Geometry	170 ±2	
Measurement	172 ±4	
Prob & Stat	192 ±3	
PROBLEM SOLVING	177 ±3	
		N = 59 S.G.=167 Q.P.=192
SCIENCE	159 ±2	
Life Science	159 ±1	
Earth Science	160 ±2	
Physical Science	162 ±1	
Process Skills	168 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 61 S.G.=168 Q.P.=193
SOCIAL STUDIES	157 ±2	
Geog Regions	160 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	163 ±1	
U.S. 1932-present	163 ±1	
Skills	161 ±3	
		N = 61 S.G.=170 Q.P.=198
HEALTH	176 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	186 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 61 S.G.=170 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

+ = the school score
••• = the standard error (S.E.)

1431

GEORGIA CURRICULUM BASED ASSESSMENT

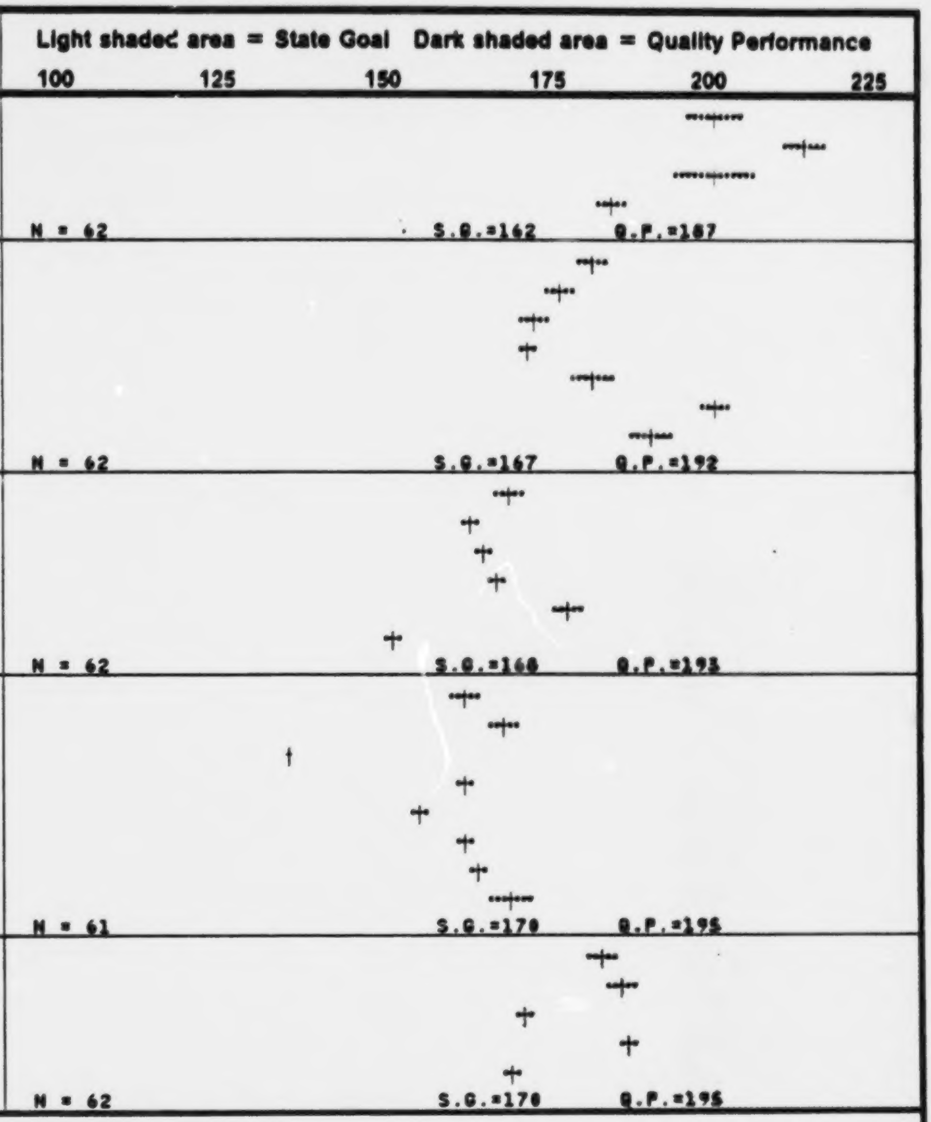
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: LIN ELEM
School Code: 2564

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	201 ±4
Literal Comp	215 ±3
Infer & Crit Comp	201 ±6
Reference & Study	185 ±2
MATHEMATICS	182 ±2
Numbers & Num Rel	177 ±2
Operations & Comp	173 ±2
Geometry	172 ±1
Measurement	182 ±3
Prob & Stat	201 ±2
PROBLEM SOLVING	191 ±3
SCIENCE	169 ±2
Life Science	163 ±1
Earth Science	165 ±1
Physical Science	167 ±1
Process Skills	178 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	162 ±2
Geog Regions	168 ±2
Canada Hist/Geog	135 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	155 ±1
U.S. 1875-1932	162 ±1
U.S. 1932-present	164 ±1
Skills	169 ±3
HEALTH	183 ±2
Sfty/Prs/Mntl Hlth	186 ±2
Nutrition	171 ±1
Substance Abuse	187 ±1
Growth, Dev & Fam	169 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1432

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 LIN ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	62	72	74	61	53	
02	76	85	68	61	64	
03	56	66	48	52	50	
04	55	60	40	60	56	
05	56	56	52	58	73	
School Total	305	69	57	59	60	1
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	62	67	62	51	73	
02	76	84	81	73	61	
03	55	55	61	53	55	
04	55	58	57	56	58	
05	56	53	48	53	54	
School Total	304	64	63	57	60	3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

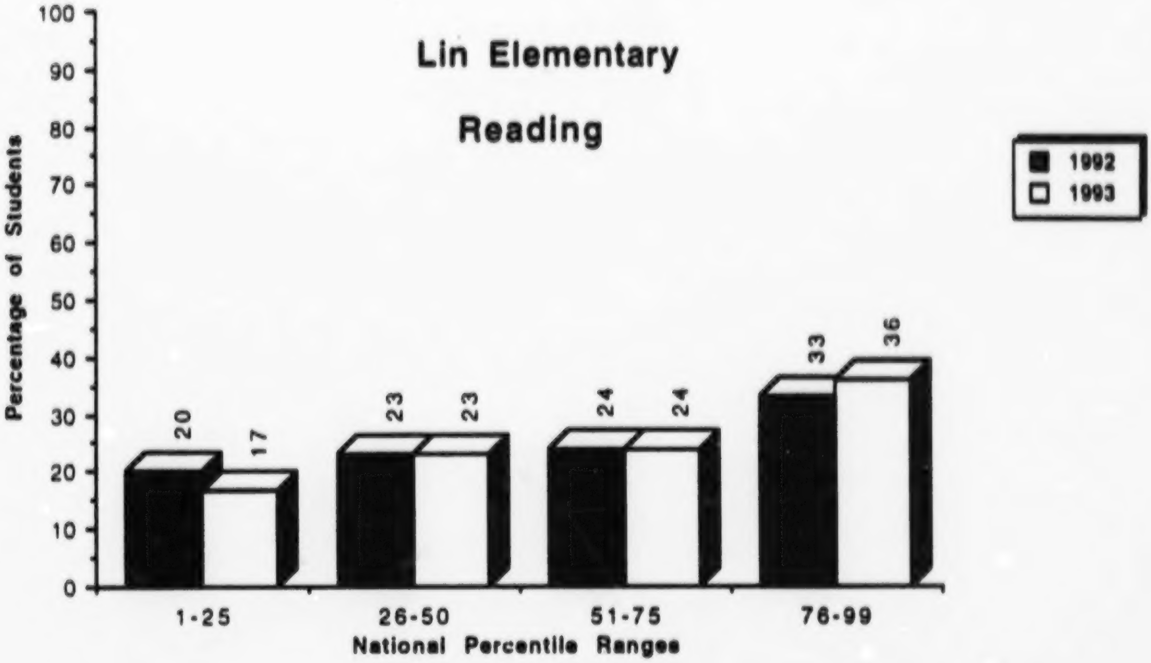
SCHOOL: 42518 LIN ELEMENTARY SCHOOL

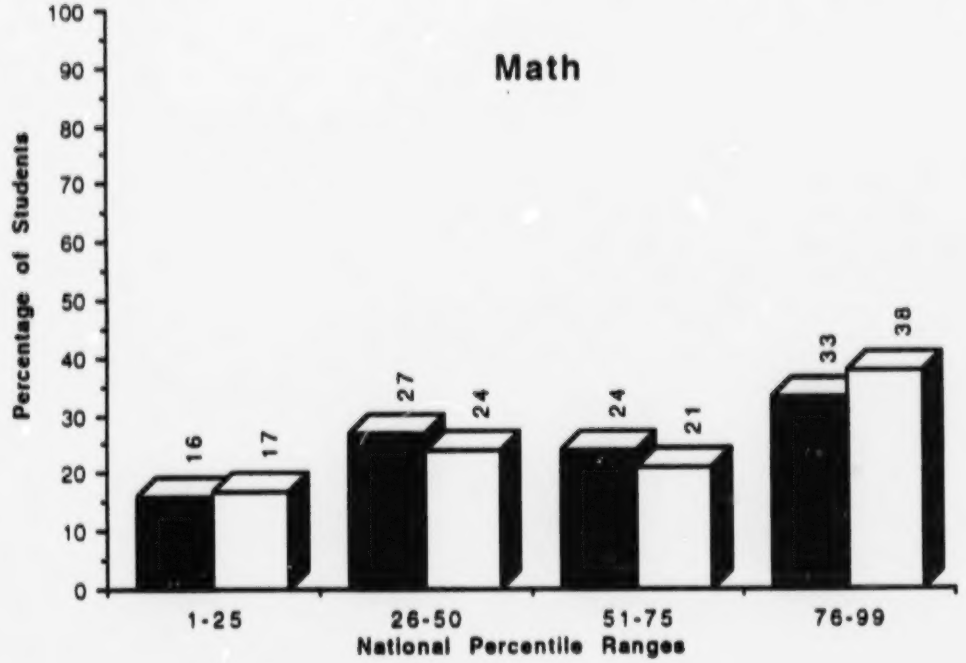
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	58	33	57	58	44	76
02	72	46	64	72	44	61
03	53	27	51	52	28	54
04	52	30	58	52	31	60
05	52	38	73	52	28	54
SCHOOL TOTAL	287	174	61	286	175	61
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	18	35	36	1	18	35	27	-8
03 Non SWP	14	32	36	4	11	39	34	-5
04 Non SWP	16	31	34	3	16	37	35	-2
05 Non SWP	12	40	47	7	13	41	34	-7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 LIN ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	10	38	38		9	45	43	-2
03	3	34	36	2	13	43	36	-7
04	7	39	38	-1	5	43	47	4
05	11	43	47	4	15	44	35	-9

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

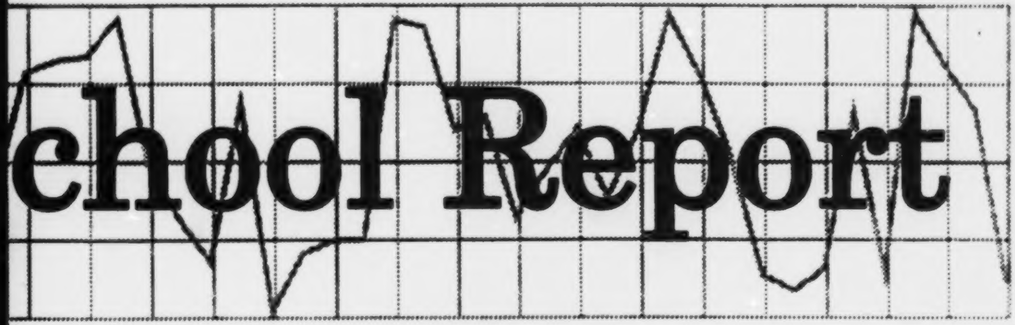
8/04/93 LIN ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	85	97			3	3	88
	System	5,184	95			294	5	5,478
01	School	69	99	1	1			70
	System	4,879	89	202	4	408	7	5,489
02	School	76	99	1	1			77
	System	4,527	91	257	5	185	4	4,969
03	School	58	97	2	3			60
	System	4,598	92	260	5	113	2	4,971
04	School	56	97	1	2	1	2	58
	System	4,608	94	227	5	82	2	4,917
05	School	62	98	1	2			63
	System	4,588	96	191	4	20		4,799
	School	406	98	6	1	4	1	416
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

MCGILL
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1444

McGILL ELEMENTARY SCHOOL

1992-93 FINAL SCHOOL REPORT

Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics** What critical school factors may have influenced student performance?	• Active enrollment decreased by 15.9 percent over a three year period compared to a decrease of 5.3 for the system. • Eighty-five percent of the pupils were on active roll for seven or more attendance periods compared to 87 percent for the system. • The pupil mobility index was .43 compared to .38 for the system. • 1992-93 was the first year for implementation of the Schoolwide Chapter I Project based on a plan submitted by the staff for serving the needs of the entire school population using Chapter I resources. • Fifty percent of the kindergarten pupils had from 0 to 6 months of preschool experiences. • There was an increase in the percentage of pupil attendance from FY '92 to FY '93, and it was the same as that for the system in FY '93. • The percentages for certificated staff attendance from FY '91 to FY '93 have been higher than those for the system, and this positive fact was reported in last year's report for the previous three years.

Critical Questions	Findings
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?	● The GKAP capabilities and indicators showed percentages from 83 to 96 that received "yes" ratings. Within the Communicative Capability, attention may be needed in the area of Emergent Literacy. Within the Logical-Mathematical Capability, attention may be needed in areas of Sorting Sets of Objects and Extending Patterns.
B. What was the ending performance of kindergarten students in writing?	● Approximately 68 percent of the kindergarten students at the school were in Stages 6 and 7 by the end of the year. Systemwide, the majority of the students were in these two stages. No students were in the higher two Stages 8 and 9.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	● For fiction matched scores, there were 54 percent fewer students in the Lower Adequate/Needs Improvement Categories and 48 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 6 percentage points. ● For nonfiction matched scores, there were 38 percent fewer students in the Lower Adequate/Needs Improvement categories and 27 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 12 percentage points.
III. **Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5,**	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? A. Grade 3	● Taking into account the standard error (S. E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics (1992), and for the area of Mathematics (1993). Additionally, the scores met or exceeded the state goal on all Reading strands, all Mathematics strands, and the Citizenship and Skills strands in Social Studies for 1992. In 1993, the scores met or exceeded the state goal on the Literal Comprehension and Reference and Study in Reading, all of the Mathematics strands, the Life Science strand in Science, and the Citizenship strand in Social Studies. The scores did not indicate quality performance in any content area or strand for either 1992 or 1993.

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5, (Continued)	
B. Grade 5	• Taking into account the standard error (S. E.), the fifth grade scores met or exceeded the state goal in the area of Language Arts/Reading (1992 and 1993) and in Health (1992). The scores met or exceeded the state goal on all three strands in Reading (1992), two of the three strands in Reading (1993); the same four of six Mathematics strands (1992 and 1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personal Health/Mental Health strand in 1993. The scores did not indicate quality performance in any content area for 1992 or 1993; however, the scores indicated quality performance on the Literal Comprehension strand in Reading for both years and the Probability and Statistics strand in Mathematics for 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY '92 to FY '93 the school showed a decrease of 1 for reading and an increase of 1 for mathematics in the percentage of students at or above national norm. In comparison, the system showed a loss of 3 for both reading and mathematics in the percentage of students at or above national norm.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had two percent more students at or above national norm in reading and the same percent at or above national norm in mathematics.
C. The percentage of students scoring within each quadrant?	• There was an increase from FY '92 to FY '93 in the percentage of students in the lowest and highest quadrants in reading; however, in mathematics there was a decrease in the percentage of students in the lowest quadrant and the percentage of students in the highest quadrant remained the same.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
A. Chapter I - Schoolwide Project	• The students in the Chapter I Schoolwide Project showed gains in NCE for grades three and four in reading and for grades two, four and five in mathematics.
B. Remedial Education Program (REP)	• There were losses in NCE for the students for the Remedial Education Program (REP) in grades two and five in reading and in grades two, three, and four in mathematics.
VI. Progression Status How did the school's progression status compare to that of the system?	• Ninety-seven percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system, and 2 percent were retained compared to 4 percent for the system. It should be noted that 11 percent of the kindergarten students were retained which should be considered with the GKAP and Stages of Writing results.

R&E/PA:jep October 25, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

1453

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
MCGILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	334	319	281	-38	-11.9	-53	-15.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	238	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	43	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	72	26	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	15	5	3873	12
MOBILITY INDEX	.43		.38	
3. PUPIL-TEACHER RATIO	18.7		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	281	100	15734	50
CHAPTER I MATH	281	100	14903	47
REP READING	54	19	4384	14
REP MATH	55	20	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	30	11	2028	6
BILINGUAL	4	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	13	30	291	5
K-GARTEN - HEAD START	1	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	8	18	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	50	2391	45
FIRST GRADE - APS K-GARTEN	49	96	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	4	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		93.8		94.4
1991-92		93.8		94.1
1992-93		94.2		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.7		97.2
1991-92		97.6		97.4
1992-93		98.2		97.4

McGill Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	91	93	92
II. Logical-Mathematical	83	93	93
III. Physical	96	97	96
IV. Personal	89	94	92
V. Social	87	94	93
Total Number Reported	46	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	89	93	92
B. Processes Auditory Information	91	92	92
C. Communicates Orally	89	91	92
D. Demonstrates Emergent Literacy	87	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	87	90	91
B. Makes Comparisons	91	91	91
C. Knows Numbers 1 to 10	89	93	93
D. Extends Patterns	87	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts now activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
MCGILL ELEMENTARY SCHOOL 42532

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	4	8.5
STAGE 2: SCRIBBLE WRITER	2	4.3
STAGE 3: INVENTED WORD WRITER	5	10.6
STAGE 4: COPIER	2	4.3
STAGE 5: NEW WORD WRITER	2	4.3
STAGE 6: PHRASE/SENTENCE WRITER	29	61.7
STAGE 7: SIMPLE STORY WRITER	3	6.4
TOTAL NUMBER	47	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: MCGILL ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	2	6	4	11	11	31	19	53	36
POSTTEST	LEVEL	2	5	14	10	28	15	42	4	11	2	6	36
DIFFERENCE	LEVEL	2	5	14	8	22	11	31	-7	-20	-17	-47	
PRETEST	LEVEL	3	1	4	3	12	5	19	5	19	12	46	26
POSTTEST	LEVEL	3	4	15	9	35	5	19	3	12	5	19	26
DIFFERENCE	LEVEL	3	3	11	6	23	0	0	-2	-7	-7	-27	
PRETEST	LEVEL	4	2	5	4	11	5	13	11	29	16	42	38
POSTTEST	LEVEL	4	16	42	12	32	4	11	5	13	1	3	38
DIFFERENCE	LEVEL	4	14	37	8	21	-1	-2	-6	-16	-15	-39	
PRETEST	LEVEL	5	0	0	2	4	11	22	19	37	19	37	51
POSTTEST	LEVEL	5	9	18	20	39	11	22	5	10	6	12	51
DIFFERENCE	LEVEL	5	9	18	18	35	0	0	-14	-27	-13	-25	
			3	2	11	7	25	17	46	30	66	44	151
			34	23	51	34	35	23	17	11	14	9	151
			31	21	40	27	10	6	-29	-19	-52	-35	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: MCGILL ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	2	5	10	26	8	21	8	21	11	28	39
POSTTEST	LEVEL	4	12	31	10	26	11	28	5	13	1	3	39
DIFFERENCE	LEVEL	4	10	26	0	0	3	7	-3	-8	-10	-25	
PRETEST	LEVEL	5	1	2	2	4	10	22	16	35	17	37	46
POSTTEST	LEVEL	5	3	7	13	28	17	37	10	22	3	7	46
DIFFERENCE	LEVEL	5	2	5	11	24	7	15	-6	-13	-14	-30	
			3	4	12	14	18	21	24	28	28	33	85
			15	18	23	27	28	33	15	18	4	5	85
			12	14	11	13	10	12	-9	-10	-24	-28	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

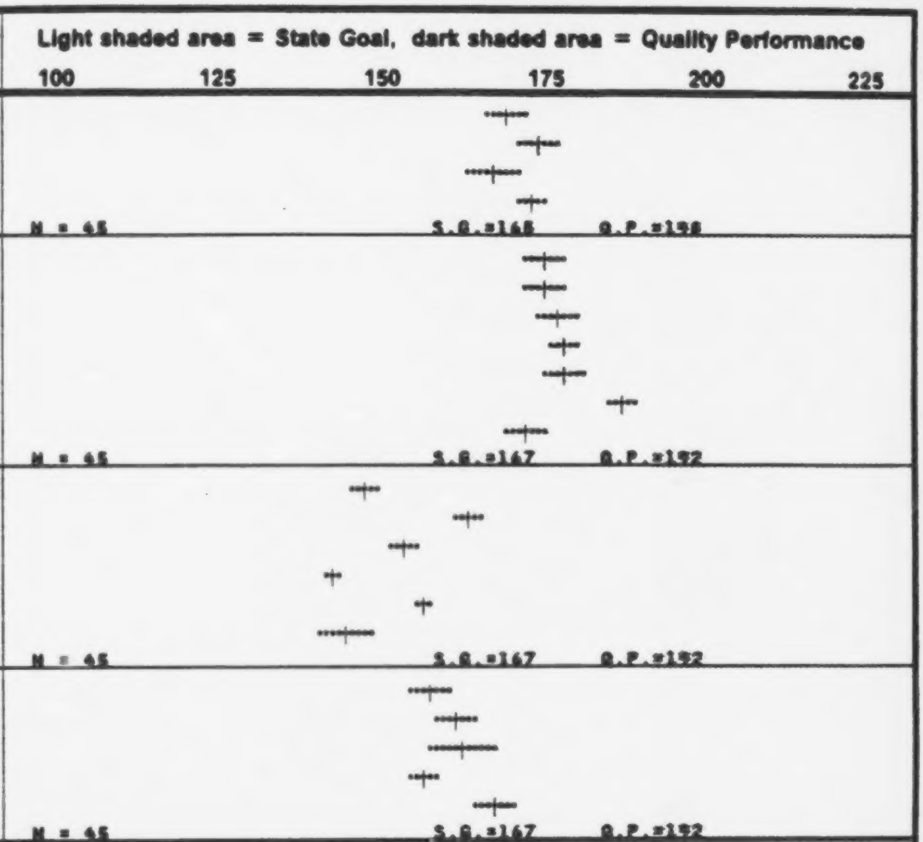
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MCGILL ELEM
School Code: 473

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	169 ±3
Literal Comp	174 ±3
Infer & Crit Comp	167 ±4
Reference & Study	173 ±2
MATHEMATICS	175 ±3
Numbers & Num Rel	175 ±3
Operations & Comp	177 ±3
Geometry	178 ±2
Measurement	178 ±3
Prob & Stat	187 ±2
PROBLEM SOLVING	172 ±3
SCIENCE	147 ±2
Life Science	163 ±2
Earth Science	153 ±2
Physical Science	142 ±1
Process Skills	156 ±1
Env/Sci/Tech/Soc	144 ±4
SOCIAL STUDIES	157 ±3
Communities	161 ±3
Citizenship	162 ±5
American Heritage	156 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1472

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

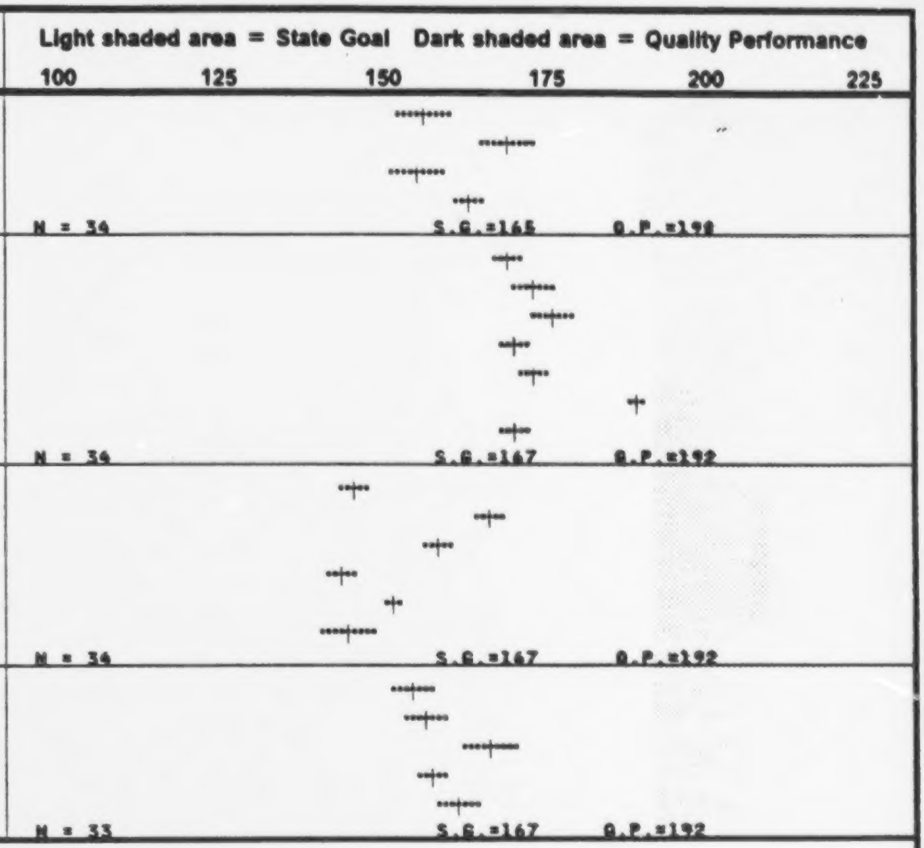
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MCGILL ELEM
School Code: 473

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	156 ±4
Literal Comp	169 ±4
Infer & Crit Comp	155 ±4
Reference & Study	163 ±2
MATHEMATICS	169 ±2
Numbers & Num Rel	173 ±3
Operations & Comp	176 ±3
Geometry	170 ±2
Measurement	173 ±2
Prob & Stat	189 ±1
PROBLEM SOLVING	170 ±2
SCIENCE *	145 ±2
Life Science	166 ±2
Earth Science	158 ±2
Physical Science	143 ±2
Process Skills	151 ±1
Env/Sci/Tech/Soc	144 ±4
SOCIAL STUDIES	154 ±3
Communities	156 ±3
Citizenship	166 ±4
American Heritage	157 ±2
Skills	161 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

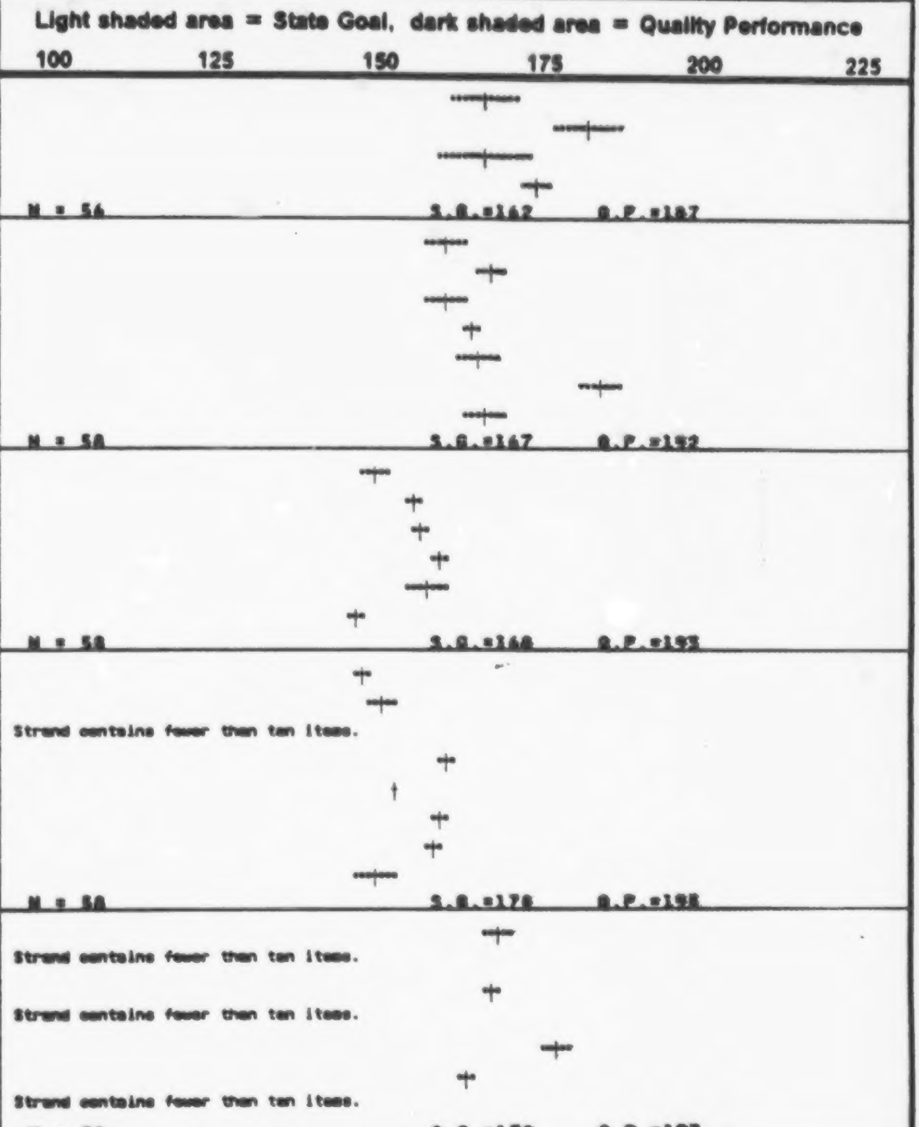
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: MCGILL ELEM
School Code: 473

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	166 ±5	
Literal Comp	182 ±5	
Infer & Crit Comp	166 ±7	
Reference & Study	174 ±2	
		N = 56 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	167 ±2	
Operations & Comp	160 ±3	
Geometry	164 ±1	
Measurement	165 ±3	
Prob & Stat	184 ±3	
PROBLEM SOLVING	166 ±3	
		N = 58 S.G.=167 Q.P.=192
SCIENCE	149 ±2	
Life Science	155 ±1	
Earth Science	156 ±1	
Physical Science	159 ±1	
Process Skills	157 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 58 S.G.=168 Q.P.=193
SOCIAL STUDIES	147 ±1	
Geog Regions	150 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	158 ±1	
Skills	149 ±3	
		N = 58 S.G.=178 Q.P.=198
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	167 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	163 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 58 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1474

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

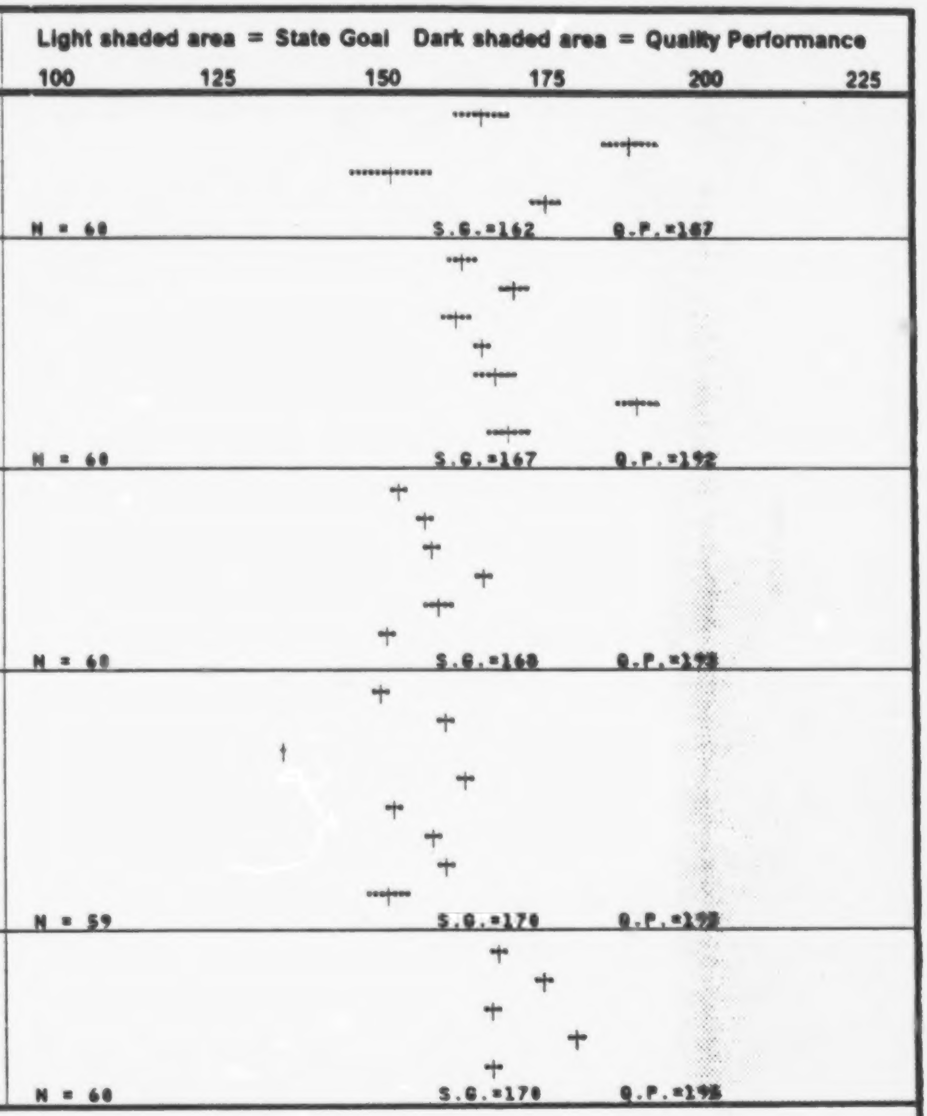
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: MCGILL ELEM
School Code: 473

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±4
Literal Comp	188 ±4
Infer & Crit Comp	151 ±6
Reference & Study	175 ±2
MATHEMATICS	162 ±2
Numbers & Num Rel	170 ±2
Operations & Comp	161 ±2
Geometry	165 ±1
Measurement	167 ±3
Prob & Stat	189 ±3
PROBLEM SOLVING	169 ±3
SCIENCE	152 ±1
Life Science	156 ±1
Earth Science	157 ±1
Physical Science	165 ±1
Process Skills	158 ±2
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	149 ±1
Geog Regions	159 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	157 ±1
U.S. 1932-present	159 ±1
Skills	150 ±3
HEALTH	167 ±1
Sfty/Prs/Mntl Hlth	174 ±1
Nutrition	166 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

1475

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

CCSCA

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	49	81	83	87	78	
02	47	35	45	11	19	
03	33	73	51	36	24	
04	44	62	38	37	55	
05	59	52	58	55	53	
School Total	232	61	54	48	47	-1
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	49	96	95	90	82	
02	47	67	58	34	62	
03	34	84	77	43	21	
04	44	70	48	45	36	
05	59	48	51	46	58	
School Total	233	72	65	53	54	1
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42532 MCGILL ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	43	34	79	43	36	84
02	40	8	20	40	24	60
03	26	6	23	27	5	19
04	40	23	58	40	15	38
05	53	28	53	53	30	57
SCHOOL TOTAL	202	99	49	203	110	54
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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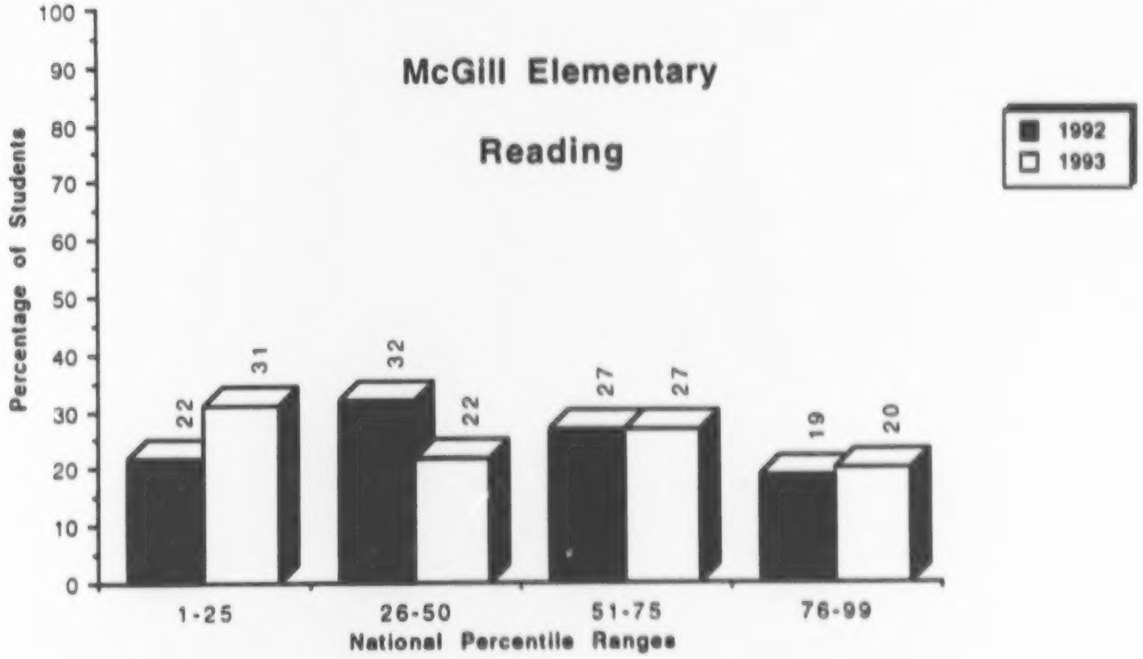
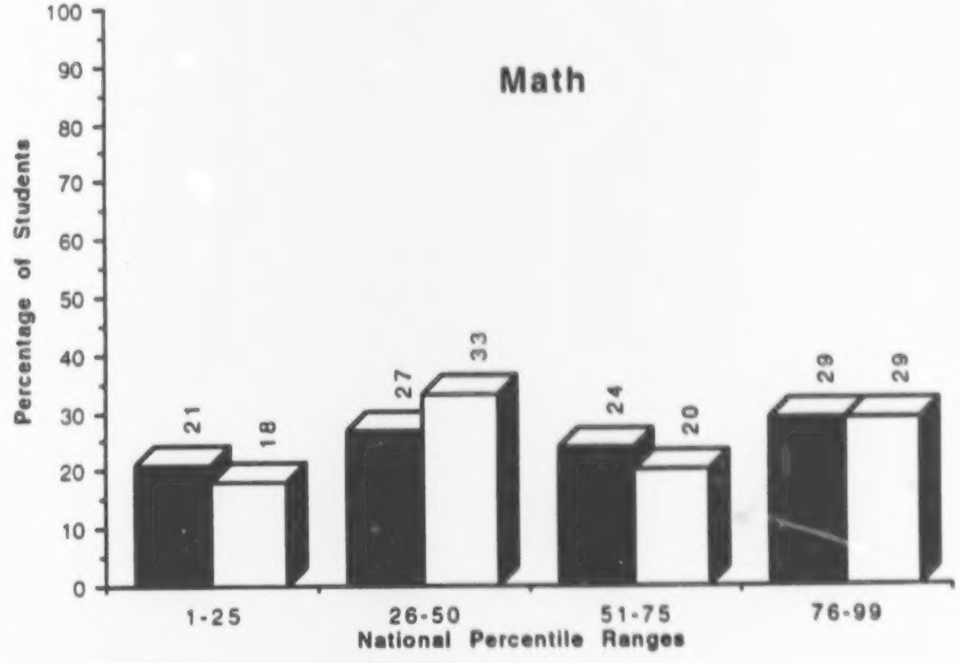
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	9	36	24	-12	3	27	35	8
03 SWP	20	29	35	6	18	36	33	-3
04 SWP	21	35	45	10	19	38	42	4
05 SWP	32	39	38	-1	27	34	41	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 MCGILL ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	7	37	29	-8	7	49	43	-6
03	13	23	34	11	14	34	31	-3
04	15	32	39	7	15	38	37	-1
05	15	35	32	-3	15	30	38	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

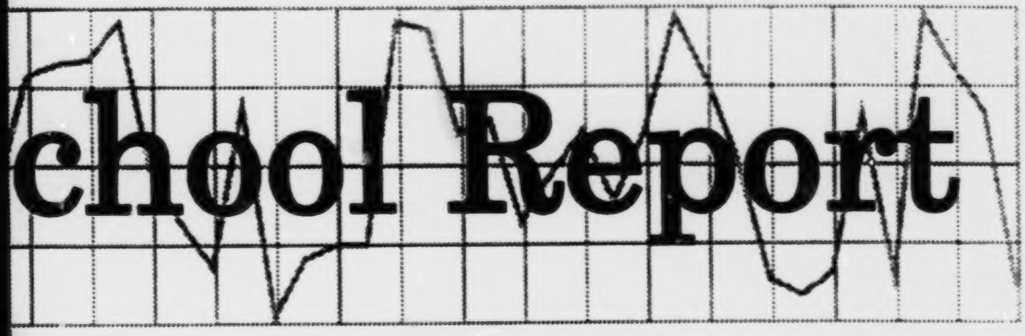
8/04/93 MCGILL ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	42	89			5	11	47
	System	5,184	95			294	5	5,478
01	School	46	96	2	4			48
	System	4,879	89	202	4	408	7	5,489
02	School	48	98	1	2			49
	System	4,527	91	257	5	185	4	4,969
03	School	34	100					34
	System	4,598	92	260	5	113	2	4,971
04	School	43	100					43
	System	4,608	94	227	5	82	2	4,917
05	School	60	100					60
	System	4,588	96	191	4	20		4,799
	School	273	97	3	1	5	2	281
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

MILES
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

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MILES ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings

I. General Descriptive Characteristics
What critical school factors may have influenced student performance?
	• Miles completed its first year as a K - 5 school in 1993, after many years of providing instruction to K - 7 students. Sixth and seventh grade students were assigned to the new neighborhood middle school.
	• The staff/school factors for this transition year showed the following:
	  • Enrollment that stabilized at 335 students
	  • Active roll of 90 percent stable students
	  • Reduced number of student transfers (.25), compared to .38 systemwide
	  • No out-of-school suspensions reported to central office file
	  • Small proportion of the students in need of Chapter I (11 percent) and Remedial Education (7 percent)
	  • More than one-half of the kindergarten students (56 percent) attended formal preschool programs.
	  • All of the first grade students had kindergarten experience.
	  • Student attendance of 96 percent, compared to 94 percent systemwide
	  • Staff attendance of 97 percent at the same level as teachers systemwide
	• Instructional support was provided by Chapter I, Remedial Education Program, Full Potential, after-school tutorial and enrichment, computer-assisted instruction, and other local projects and services.

Critical Questions	**Findings**
II. **Performance-Based Assessment**	The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 47 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (91 percent), Logical/Mathematical (91 percent), Physical (96 percent), Personal (94 percent), and Social (94 percent). A range of 89 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 47 students showed the following number of students in each stage of writing development: Pictographic Writer (5), Scribble Writer (3), Invented Word Writer (5), Copier (4), New Word Writer (1), Phrase/Sentence Writer (18), Simple Story Writer (11), Intermediate Story Writer (0) and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story Writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.

Critical Questions	Findings
II. Performance-Based Assessment C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	• The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third, fourth and fifth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories. At the end of the year, 36 percent more students performed in the Excellent and Upper Adequate categories. • The pretest and posttest results for the nonfiction reading selection showed improved performance for fourth and fifth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent and Adequate categories. Six more students performed in the Excellent category and 18 more students ended the year in the Adequate category.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5, and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
A. Grade 3	• For grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in all four of the content areas; Language Arts/Reading, Mathematics, Science and Social Studies. In addition, the school's 1992 and 1993 scores indicated Quality Performance in three of the four content areas; Language Arts/Reading, Mathematics, and Social Studies.
B. Grade 5	• For grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal for three of the five content areas; Language Arts/Reading, Mathematics, and Health. One Language Arts/Reading strand (Literal Comprehension), and one Mathematics strand (Probability and Statistics) were at the Quality Performance criterion for both years. Additionally, Science Process Skills and the Social Studies strand for Geographical Regions were at the State Goal level in 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Reading and mathematics achievement, as measured on the ITBS, was above the national norm from 1986 to 1992. The percentage of K - 7 students earning scores at or above the national norm in 1992 increased from 56 to 67 for reading, and from 62 to 67 percent for mathematics. The 1992 achievement was above the system average of 47 percent for reading and 50 percent for mathematics.

Critical Questions	**Findings**
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students? (continued)	• Total school performance on the ITBS for 1993 increased from 67 to 78 percent for reading and 67 to 75 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 85 percent for Reading; 73 percent for Mathematics Grade 2 - 79 percent for Reading; 94 percent for Mathematics Grade 3 - 91 percent for Reading; 81 percent for Mathematics Grade 4 - 67 percent for Reading; 74 percent for Mathematics Grade 5 - 73 percent for Reading; 57 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Ninety percent of the students at Miles remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). Students at each grade level and the total group of stable students had higher achievement scores, when compared with the total grade levels.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement; as 16 percent more students earned ITBS scores in the 76 to 99 percentile range for reading and 13 percent for mathematics.

Critical Questions	**Findings**
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project (or)	• Miles implemented the traditional Chapter I Program in which students made NCE gains of 13 to 34 points for reading and 23 to 32 points for mathematics. The exception was for fifth grade mathematics in which the average NCE score decreased.
A. Chapter 1 - Traditional Program	• Systemwide, students in traditional Chapter I programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE points for mathematics. The exception was a one NCE loss for third grade mathematics.
B. Remedial Education Program (REP)	• REP students in grades 3 and 4 showed achievement gains for reading, while grades 2 and 5 recorded a decrease in the mean NCE score. For mathematics, gains were made in grades 2, 3, and 4. • REP students systemwide earned 2 to 7 NCE gains for reading and mathematics; with the exceptions of second grade reading where the NCE score remained the same and third grade mathematics which showed a decrease.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 91 to 96 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 91 percent were promoted. Nine percent were retained. • The ProgressionStatus Report for 1992 - 93 showed that 97 percent of Miles' K - 5 students were promoted, two students were administratively placed, and 3 percent were retained. Last year in 1991 - 92, 97 percent of the K - 7 students were promoted, 1 percent were administratively placed and 1 percent were retained. • Systemwide in 1993, 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

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Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
MILES ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	369	397	335	-62	-15.6	-34	-9.2
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	301	90	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	34	10	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	108	32	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	55	16	3873	12
MOBILITY INDEX	.25		.38	
3. PUPIL-TEACHER RATIO	22.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	36	11	15734	50
CHAPTER I MATH	37	11	14903	47
REP READING	23	7	4384	14
REP MATH	23	7	3768	12
FULL POTENTIAL	335	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	48	14	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	1	2	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	26	54	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	44	2391	45
FIRST GRADE - APS K-GARTEN	58	97	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	3	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		96.1		94.4
1991-92		96.2		94.1
1992-93		96.1		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.2		97.2
1991-92		96.5		97.4
1992-93		97.3		97.4

Miles Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	91	93	92
II. Logical-Mathematical	91	93	93
III. Physical	96	97	96
IV. Personal	94	94	92
V. Social	94	94	93
Total Number Reported	47	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	98	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	89	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	98	90	91
B. Makes Comparisons	94	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	96	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
MILES ELEMENTARY SCHOOL 41539

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	5	10.6
STAGE 2: SCRIBBLE WRITER	3	6.4
STAGE 3: INVENTED WORD WRITER	5	10.6
STAGE 4: COPIER	4	8.5
STAGE 5: NEW WORD WRITER	1	2.1
STAGE 6: PHRASE/SENTENCE WRITER	18	38.3
STAGE 7: SIMPLE STORY WRITER	11	23.4
TOTAL NUMBER	47	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: MILES ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	9	23	12	31	10	26	8	21	39
POSTTEST	LEVEL	2	9	23	11	28	12	31	5	13	2	5	39
DIFFERENCE	LEVEL	2	9	23	2	5	0	0	-5	-13	-6	-16	
PRETEST	LEVEL	3	15	32	13	28	8	17	4	9	7	15	47
POSTTEST	LEVEL	3	36	77	9	19	1	2	0	0	1	2	47
DIFFERENCE	LEVEL	3	21	45	-4	-9	-7	-15	-4	-9	-6	-13	
PRETEST	LEVEL	4	1	3	4	10	9	23	8	20	18	45	40
POSTTEST	LEVEL	4	7	18	12	30	9	23	8	20	4	10	40
DIFFERENCE	LEVEL	4	6	15	8	20	0	0	0	0	-14	-35	
PRETEST	LEVEL	5	1	2	11	22	7	14	10	20	20	41	49
POSTTEST	LEVEL	5	13	27	20	41	7	14	5	10	4	8	49
DIFFERENCE	LEVEL	5	12	25	9	19	0	0	-5	-10	-16	-33	
			17	10	37	21	36	21	32	18	53	30	175
			65	37	52	30	29	17	18	10	11	6	175
			48	27	15	9	-7	-4	-14	-8	-42	-24	

1515

1516

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: MILES ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	2	5	6	16	7	19	5	14	17	46	37
POSTTEST LEVEL 4	2	5	10	27	15	41	7	19	3	8	37
DIFFERENCE LEVEL 4	0	0	4	11	8	22	2	5	-14	-38	
PRETEST LEVEL 5	1	2	10	20	9	18	11	22	19	38	50
POSTTEST LEVEL 5	7	14	12	24	10	20	12	24	9	18	50
DIFFERENCE LEVEL 5	6	12	2	4	1	2	1	2	-10	-20	
	3	3	16	18	16	18	16	18	36	41	87
	9	10	22	25	25	29	19	22	12	14	87
	6	7	6	7	9	11	3	4	-24	-27	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

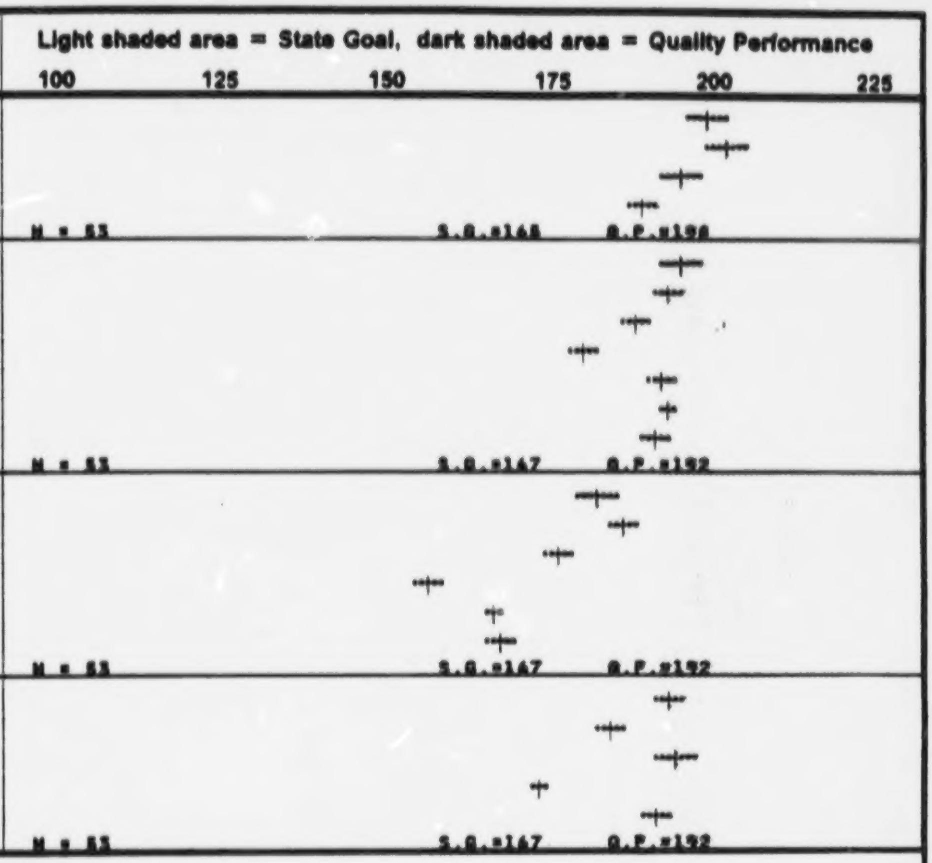
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MILES ELEM
School Code: 4564

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	199 ±3
Literal Comp	202 ±3
Infer & Crit Comp	195 ±3
Reference & Study	189 ±2
MATHEMATICS	195 ±3
Numbers & Num Rel	193 ±2
Operations & Comp	188 ±2
Geometry	180 ±2
Measurement	192 ±2
Prob & Stat	193 ±1
PROBLEM SOLVING	191 ±2
SCIENCE	182 ±3
Life Science	186 ±2
Earth Science	176 ±2
Physical Science	156 ±2
Process Skills	166 ±1
Env/Sci/Tech/Soc	167 ±2
SOCIAL STUDIES	193 ±2
Communities	184 ±2
Citizenship	194 ±3
American Heritage	173 ±1
Skills	191 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading, Mathematics, and Social Studies.

1521

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

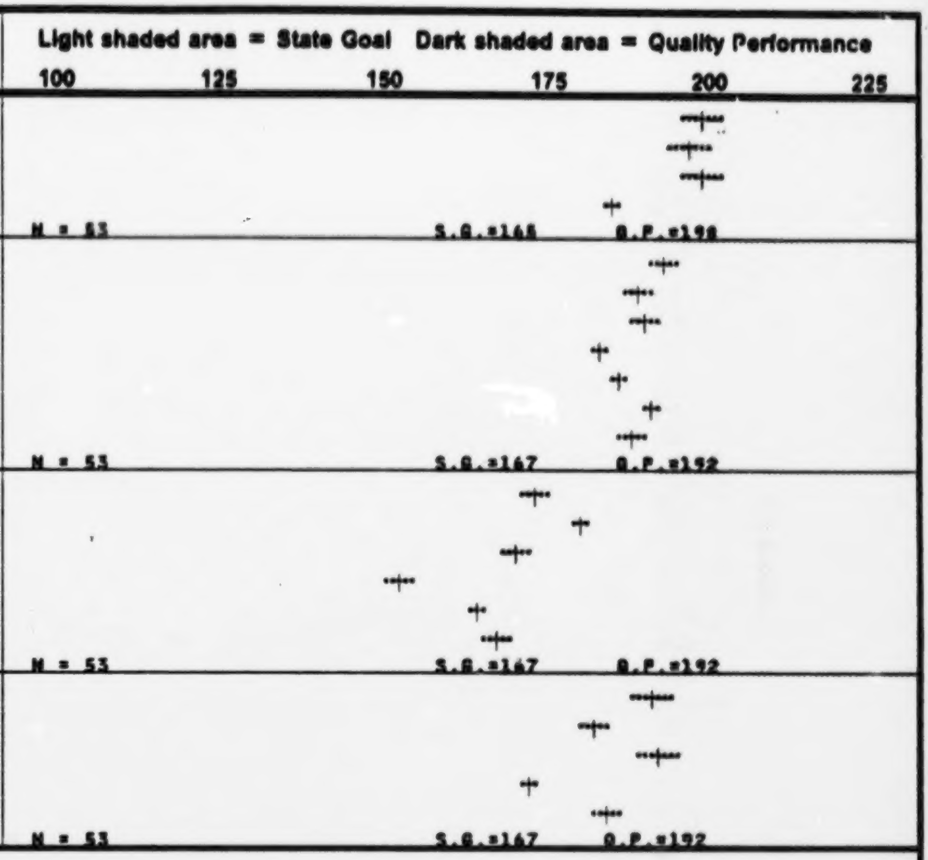
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MILES ELEM
School Code: 4564

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	199 ±3
Literal Comp	197 ±3
Infer & Crit Comp	199 ±3
Reference & Study	185 ±1
MATHEMATICS	193 ±2
Numbers & Num Rel	189 ±2
Operations & Comp	190 ±2
Geometry	183 ±1
Measurement	186 ±1
Prob & Stat	191 ±1
PROBLEM SOLVING	188 ±2
SCIENCE *	173 ±2
Life Science	180 ±1
Earth Science	170 ±2
Physical Science	152 ±2
Process Skills	164 ±1
Env/Sci/Tech/Soc	167 ±2
SOCIAL STUDIES	191 ±3
Communities	182 ±2
Citizenship	192 ±3
American Heritage	172 ±1
Skills	184 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading, Mathematics, and Social Studies.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

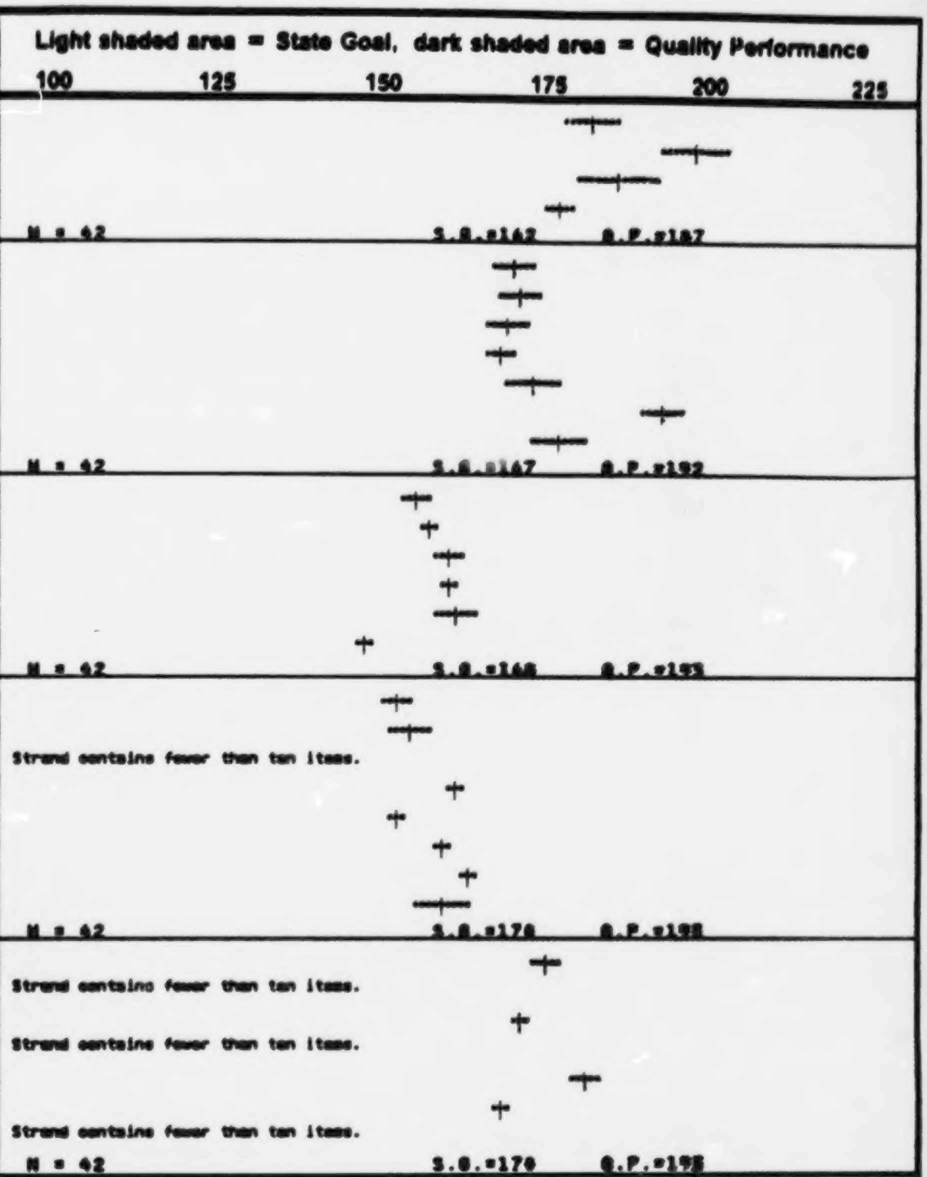
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: MILES ELEM.
School Code: 4564

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	182 ±4	
Literal Comp	198 ±5	
Infer & Crit Comp	186 ±6	
Reference & Study	177 ±2	
		N = 42 S.G.=162 Q.P.=187
MATHEMATICS	170 ±3	
Numbers & Num Rel	171 ±3	
Operations & Comp	169 ±3	
Geometry	168 ±2	
Measurement	173 ±4	
Prob & Stat	193 ±3	
PROBLEM SOLVING	177 ±4	
		N = 42 S.G.=167 Q.P.=192
SCIENCE	155 ±2	
Life Science	157 ±1	
Earth Science	160 ±2	
Physical Science	160 ±1	
Process Skills	161 ±3	
Env/Sci/Tech/Soc	147 ±1	
		N = 42 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±2	
Geog Regions	154 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	163 ±1	
Skills	159 ±4	
		N = 42 S.G.=170 Q.P.=195
HEALTH	175 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	181 ±2	
Growth, Dev & Fam	168 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 42 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1523

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

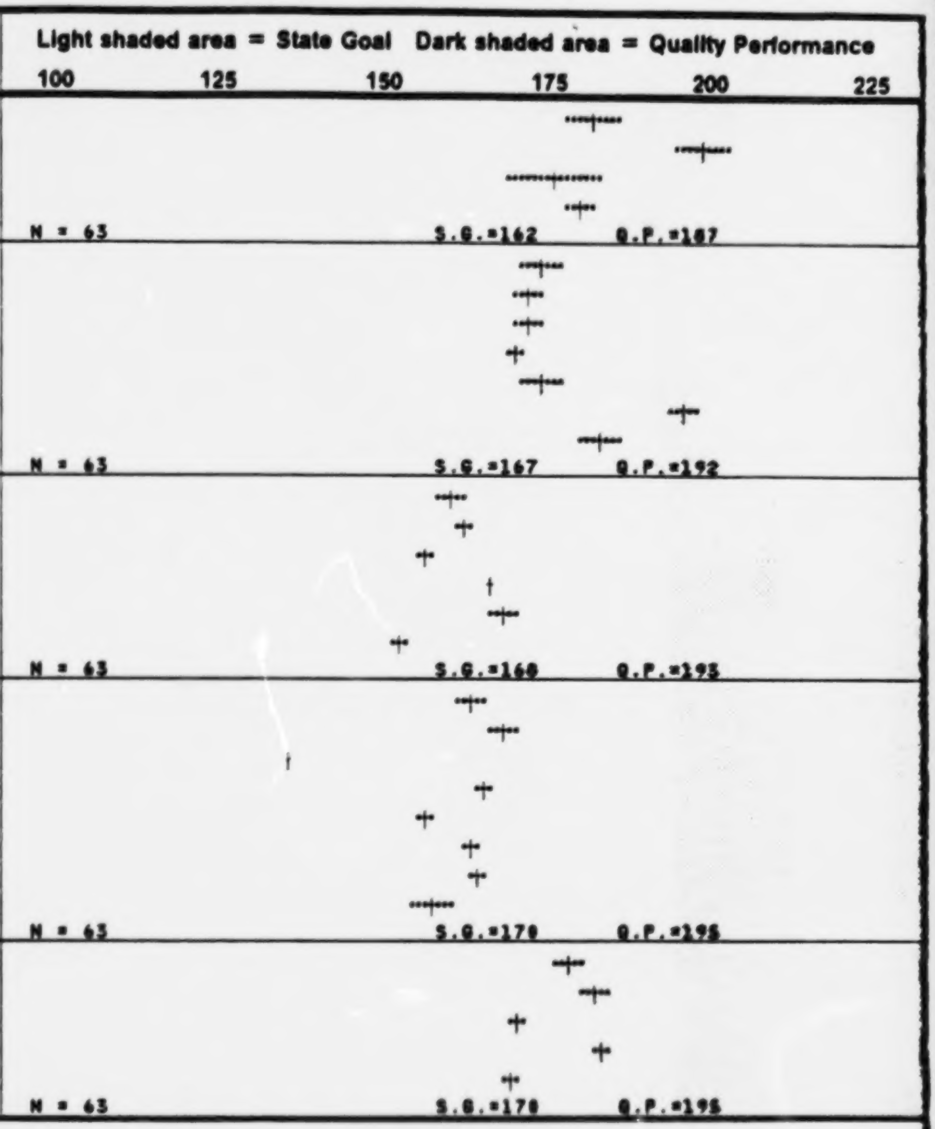
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: MILES ELEM.
School Code: 4564

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	182 ±4	
Literal Comp	199 ±4	
Infer & Crit Comp	176 ±7	
Reference & Study	180 ±2	
		N = 63 S.G.=162 Q.P.=187
MATHEMATICS	174 ±3	
Numbers & Num Rel	172 ±2	
Operations & Comp	172 ±2	
Geometry	170 ±1	
Measurement	174 ±3	
Prob & Stat	196 ±2	
PROBLEM SOLVING	183 ±3	
		N = 63 S.G.=167 Q.P.=192
SCIENCE	160 ±2	
Life Science	162 ±1	
Earth Science	156 ±1	
Physical Science	166 ±0	
Process Skills	168 ±2	
Env/Sci/Tech/Soc	152 ±1	
		N = 63 S.G.=160 Q.P.=193
SOCIAL STUDIES	163 ±2	
Geog Regions	168 ±2	
Canada Hist/Geog	135 ±0	
U.S. pre-1791	165 ±1	
U.S. 1791-1875	156 ±1	
U.S. 1875-1932	163 ±1	
U.S. 1932-present	164 ±1	
Skills	157 ±3	
		N = 63 S.G.=170 Q.P.=195
HEALTH	178 ±2	
Sfty/Prs/Mntl Hlth	182 ±2	
Nutrition	170 ±1	
Substance Abuse	183 ±1	
Growth, Dev & Fam	169 ±1	
		N = 63 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
··· = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1524

10/06/93 MILES ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	60	54	68	81	85	
02	47	60	60	43	79	
03	53	68	43	71	91	
04	66	53	35	81	67	
05	60	65	65	85	73	
06		58	49	61		
07		51	69	57		
School Total	286	58	56	67	78	11
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	60	63	50	81	73	
02	47	83	83	58	94	
03	53	59	78	75	81	
04	66	56	45	53	74	
05	60	59	54	80	57	
06		78	56	63		
07		53	69	70		
School Total	286	64	62	67	75	8
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

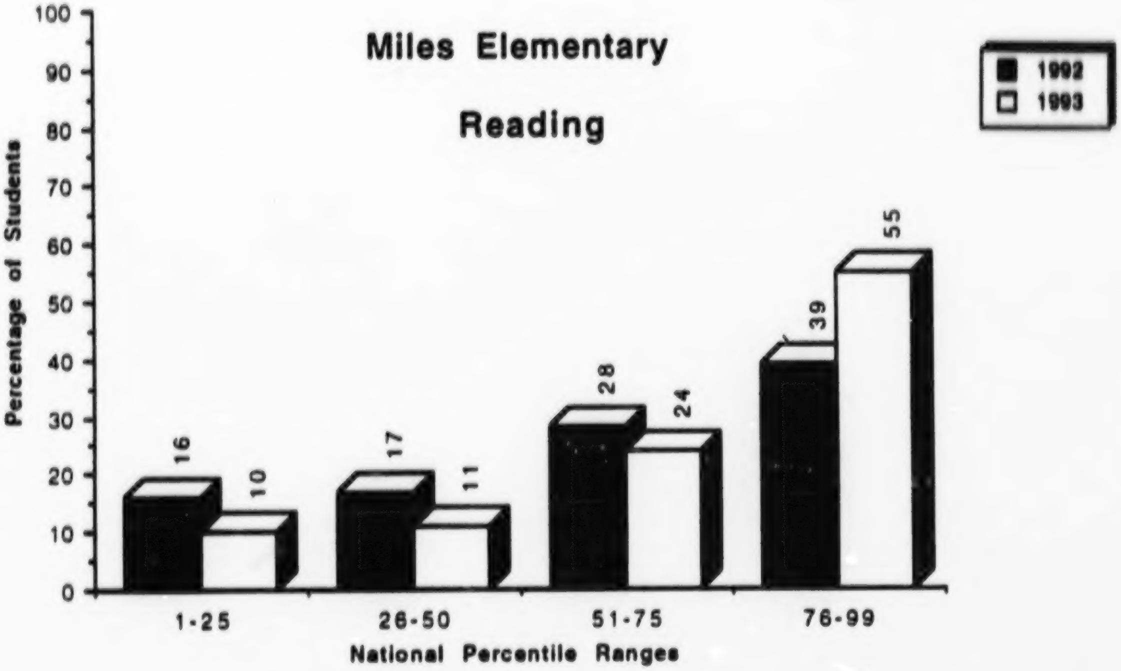
SCHOOL: 41539 MILES ELEMENTARY SCHOOL

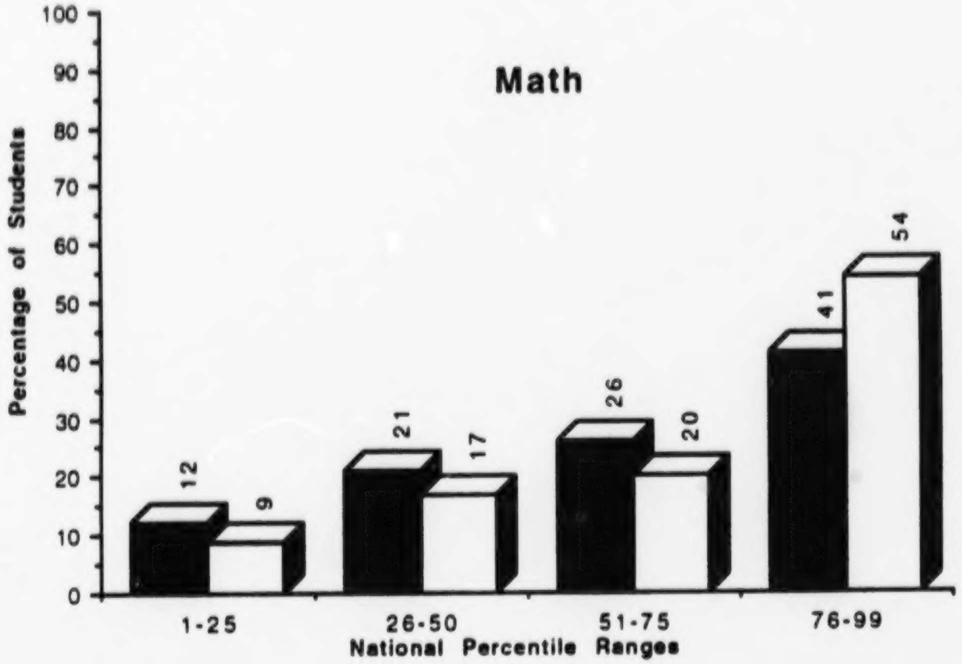
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	56	50	89	56	43	77
02	42	35	83	42	41	98
03	50	46	92	50	41	82
04	60	41	68	60	45	75
05	53	40	75	53	31	58
SCHOOL TOTAL	261	212	81	261	201	77
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

1529

10/06/93 MILES ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	1	1	19	18	1	29	61	32
03 Non SWP	11	25	59	34	12	43	66	23
04 Non SWP	12	32	45	13	12	29	54	25
05 Non SWP					12	41	23	-18

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	3	59	44	-15	3	46	70	24
03	10	38	81	43	3	36	60	24
04	2	48	57	9	6	28	57	29
05	7	43	41	-2	10	48	32	-16

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

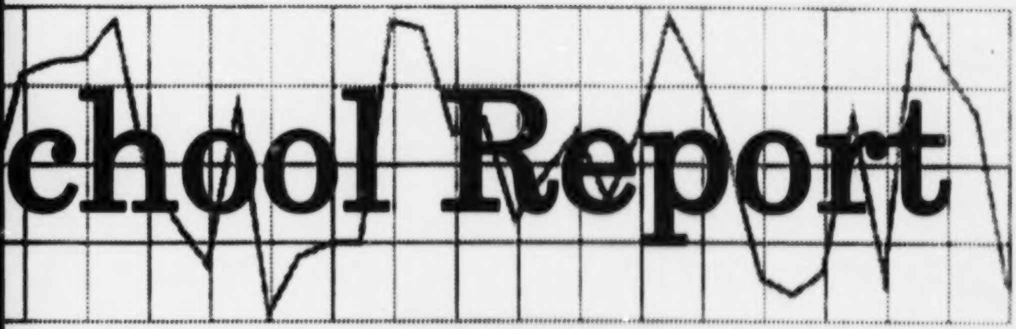
8/04/93 MILES ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

		Promoted		Admin. Placed		Retained		Total
Grade		N	Percent	N	Percent	N	Percent	N
K	School	43	91			4	9	47
	System	5,184	95			294	5	5,478
01	School	57	95			3	5	60
	System	4,879	89	202	4	408	7	5,489
02	School	46	98	1	2			47
	System	4,527	91	257	5	185	4	4,969
03	School	52	98			1	2	53
	System	4,598	92	260	5	113	2	4,971
04	School	64	98			1	2	65
	System	4,608	94	227	5	82	2	4,917
05	School	62	98	1	2			63
	System	4,588	96	191	4	20		4,799
	School	324	97	2	1	9	3	335
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

MORNINGSIDE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

MORNINGSIDE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• Active enrollment increased by 8.3 percent over a 3-year period compared to a decrease of 5.3 percent for the system. • The pupil mobility index was .26 which was considerable lower than the system's index of .38. • Eighty-seven percent of the kindergarten students had pre-school experiences and all first grade students had attended kindergarten. • The percentages for pupil and certificated staff attendance have been higher than those for the system for the past three years, and the same positive fact was reported in last year's school report.
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• All of the GKAP capabilities and indicators showed high percentages receiving "yes" ratings greater than those for the System and State which indicates that more than 90 percent of the students are prepared to enter a developmentally appropriate first grade.
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers by the end of the year (Stages 6 or 7). At the school, 66.9 percent of the students were in these stages, and 8.4 percent were in the higher Stages 8 and 9.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 6 percent fewer students in the Lower Adequate/Needs Improvement Categories and 22 percent more students in the Excellent Category. • For nonfiction matched scores there were 10 percent fewer students in the Lower Adequate/Needs Improvement Categories and 10 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 1 percentage point.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	- Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal for 1992 and 1993 in the areas of Language Arts/Reading, Mathematics, Science, and Social Studies. The scores also met or exceeded the state goal on all strands for both years except the Physical Science and Process Skills strands in Science (1992) and the Physical Science strand in Science (1993. The scores indicated quality performance in the areas of Language Arts/Reading and Mathematics for 1992 and 1993. The school's scores also indicated quality performance on two of the three Reading strands (1992 and 1993); five of the Mathematics strands (1992); three of the Mathematics strands (1993); and the Citizenship strand in Science (1992 and 1993).
B. Grade 5	- Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, Science, Social Studies, and Health for 1992 and 1993. The same was true for all strands in Reading; all strands in Mathematics; the Physical and Process Skills in Science; two of the strands in Social Studies; and the Nutrition and Substance Abuse in Health. Additionally, the scores met or exceeded the state goal on the Life Science and Earth Science strands in Science (1992); and the Health strands of Growth and Development/Family Living (1992) and Safety/Personal/Mental Health (1993). Only the scores for the content area of Language Arts/Reading indicated quality performances for 1992 and 1993 as well as all strands in Reading, and the Probability Statistics and Problem Solving strands in Mathematics. Additionally, the scores indicated quality performance in the Measurement strand in Mathematics (1993).

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills** (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	● From FY'92 to FY'93 the schools showed a decrease of 1 for reading and an increase of 3 for mathematics in the percentage of students at or above national norm. These percentages compared to a -3 in both subjects for the system.
B. Students who attended the school for seven or more attendance periods?	● In comparison to all students tested, those who were enrolled for seven or more attendance periods had the same percent at or above national norm in reading and 1 percent more in mathematics.
C. The percentage of students scoring within each quadrant?	● The percentages of students in the lowest and highest quadrants decreased from FY'92 to FY'93 in reading; however, the percentages decreased for the lowest quadrant and increased for the highest quadrant in mathematics.
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
Remedial Education Program (REP)	● The students in the REP reading made gains in NCE for all grades except grade four; however, there were NCE gains at all grade levels for mathematics.
VI. **Progression Status** How did the school's progression status compare to that of the system?	● Ninety-eight percent of the students at the school were promoted compared to 93 percent for the system; 2 percent were administratively placed compared to 4 percent for the system and 1 percent was retained compared to 4 percent for the system.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
MORNINGSIDE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	630	639	682	43	6.7	52	8.3
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	641	94	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	41	6	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	145	21	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	111	16	3873	12
MOBILITY INDEX	.26		.38	
3. PUPIL-TEACHER RATIO	22.7		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
REP READING	55	8	4384	14
REP MATH	39	6	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	235	34	1539	5
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	15	2	2028	6
BILINGUAL	5	1	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	110	87	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	16	13	2391	45
FIRST GRADE - APS K-GARTEN	103	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	6	6	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	95.5	94.4
1991-92	95.9	94.1
1992-93	96.0	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.8	97.2
1991-92	98.1	97.4
1992-93	97.6	97.4

Morningside Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	98	93	92
II. Logical-Mathematical	96	93	93
III. Physical	99	97	96
IV. Personal	95	94	92
V. Social	97	94	93
Total Number Reported	131	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	97	93	92
B. Processes Auditory Information	94	92	92
C. Communicates Orally	99	91	92
D. Demonstrates Emergent Literacy	97	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	93	90	91
B. Makes Comparisons	96	91	91
C. Knows Numbers 1 to 10	96	93	93
D. Extends Patterns	98	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
MORNINGSIDE ELEMENTARY SCHOOL 43560

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	1	.8
STAGE 2: SCRIBBLE WRITER	1	.8
STAGE 3: INVENTED WORD WRITER	3	2.3
STAGE 4: COPIER	17	13.1
STAGE 5: NEW WORD WRITER	10	7.7
STAGE 6: PHRASE/SENTENCE WRITER	52	40.0
STAGE 7: SIMPLE STORY WRITER	35	26.9
STAGE 8: INTERMEDIATE STORY WRITER	9	6.9
STAGE 9: ADVANCED STORY WRITER	2	1.5
TOTAL NUMBER	130	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: MORNINGSIDE ELEMENTARY SCHOOL

					ADEQUATE								
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	10	10	43	44	30	31	9	9	6	6	98
POSTTEST	LEVEL	2	40	41	32	33	15	15	8	8	3	3	98
DIFFERENCE	LEVEL	2	30	31	-11	-11	-15	-16	-1	-1	-3	-3	
PRETEST	LEVEL	3	22	21	41	40	23	22	12	12	5	5	103
POSTTEST	LEVEL	3	45	44	38	37	13	13	6	6	1	1	103
DIFFERENCE	LEVEL	3	23	23	-3	-3	-10	-9	-6	-6	-4	-4	
PRETEST	LEVEL	4	36	35	33	32	20	19	8	8	7	7	104
POSTTEST	LEVEL	4	65	63	24	23	11	11	4	4	0	0	104
DIFFERENCE	LEVEL	4	29	28	-9	-9	-9	-8	-4	-4	-7	-7	
PRETEST	LEVEL	5	19	22	29	33	19	22	12	14	9	10	88
POSTTEST	LEVEL	5	23	26	37	42	9	10	8	9	11	13	88
DIFFERENCE	LEVEL	5	4	4	8	9	-10	-12	-4	-5	2	3	
			87	22	146	37	92	23	41	10	27	7	393
			173	44	131	33	48	12	26	7	15	4	393
			86	22	-15	-4	-44	-11	-15	-3	-12	-3	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: MORNINGSIDE ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	43	41	37	35	10	9	7	7	9	8	106
POSTTEST	LEVEL	4	35	33	49	46	13	12	5	5	4	4	106
DIFFERENCE	LEVEL	4	-8	-8	12	11	3	3	-2	-2	-5	-4	
PRETEST	LEVEL	5	10	11	27	31	21	24	15	17	15	17	88
POSTTEST	LEVEL	5	23	26	28	32	20	23	7	8	10	11	88
DIFFERENCE	LEVEL	5	13	15	1	1	-1	-1	-8	-9	-5	-6	
			53	27	64	33	31	16	22	11	24	12	194
			58	30	77	40	33	17	12	6	14	7	194
			5	3	13	7	2	1	-10	-5	-10	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

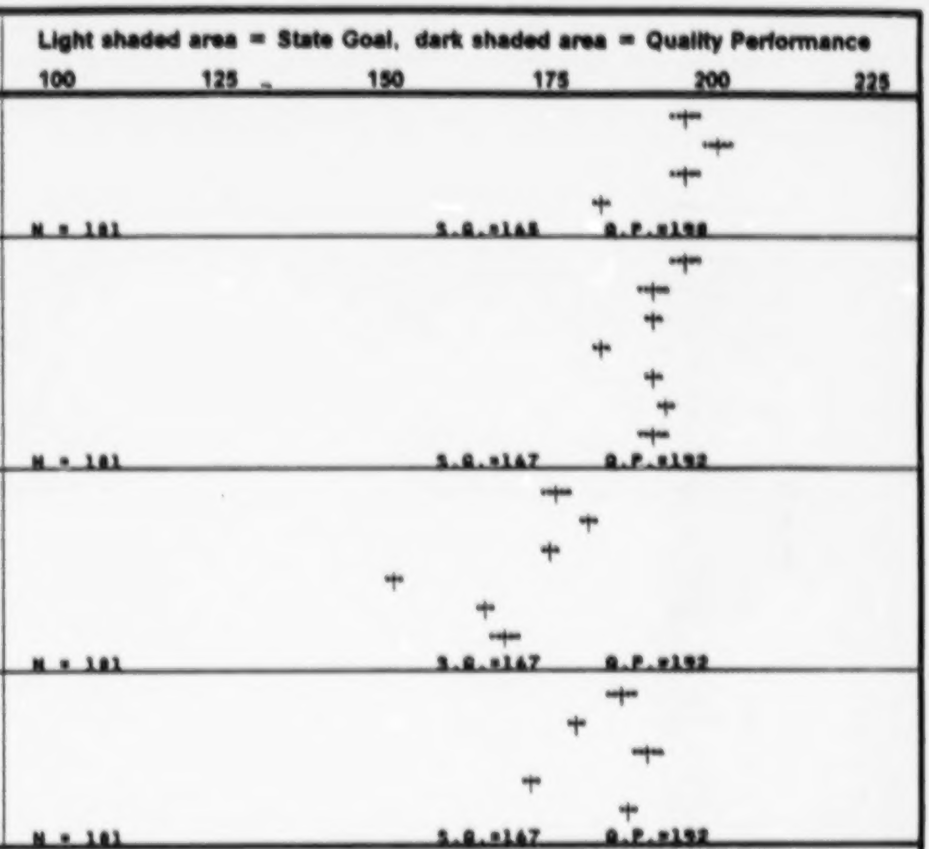
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MORNINGSIDE ELEM
School Code: 1664

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	196 ±2
Literal Comp	201 ±2
Infer & Crit Comp	196 ±2
Reference & Study	183 ±1
MATHEMATICS	196 ±2
Numbers & Num Rel	191 ±2
Operations & Comp	191 ±1
Geometry	183 ±1
Measurement	191 ±1
Prob & Stat	193 ±1
PROBLEM SOLVING	191 ±2
SCIENCE	176 ±2
Life Science	181 ±1
Earth Science	175 ±1
Physical Science	151 ±1
Process Skills	165 ±1
Env/Sci/Tech/Soc	168 ±2
SOCIAL STUDIES	186 ±2
Communities	179 ±1
Citizenship	190 ±2
American Heritage	172 ±1
Skills	187 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading and Mathematics.

1562

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

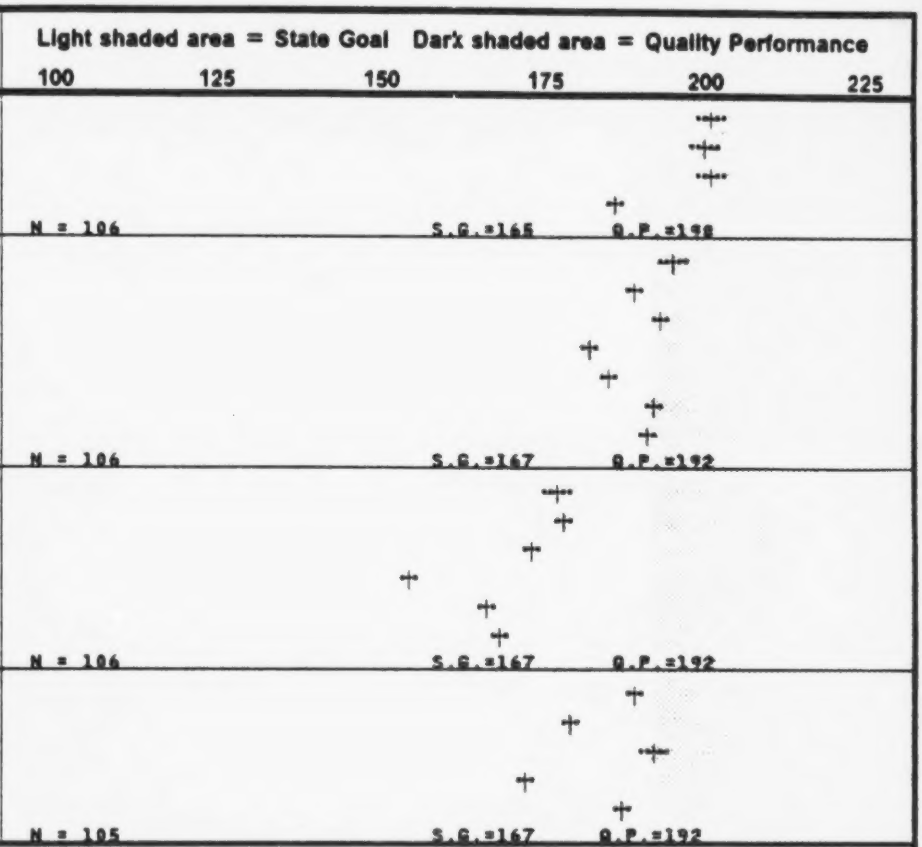
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: MORNINGSIDE ELEM
School Code: 1664

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	201 ±2
Literal Comp	200 ±2
Infer & Crit Comp	201 ±2
Reference & Study	186 ±1
MATHEMATICS	195 ±2
Numbers & Num Rel	189 ±1
Operations & Comp	193 ±1
Geometry	182 ±1
Measurement	185 ±1
Prob & Stat	192 ±1
PROBLEM SOLVING	191 ±1
SCIENCE *	177 ±2
Life Science	178 ±1
Earth Science	173 ±1
Physical Science	154 ±1
Process Skills	166 ±1
Env/Sci/Tech/Soc	168 ±1
SOCIAL STUDIES	189 ±1
Communities	179 ±1
Citizenship	192 ±2
American Heritage	172 ±1
Skills	187 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading and Mathematics.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

1563

GEORGIA CURRICULUM BASED ASSESSMENT

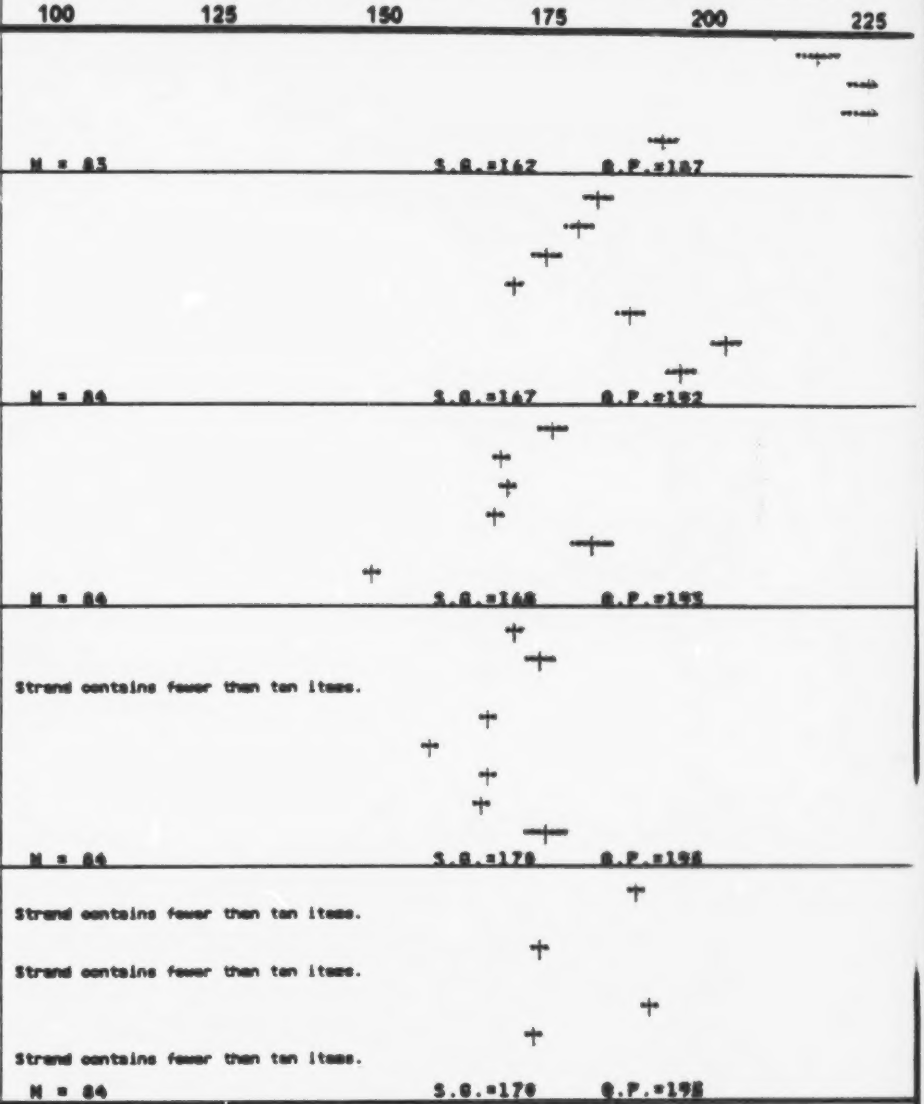
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: MORNINGSIDE ELEM
School Code: 1664

GRADE 5

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	217 ±3	
Literal Comp	225 ±3	
Infer & Crit Comp	225 ±4	
Reference & Study	193 ±2	
		N = 83 S.G.=162 Q.P.=187
MATHEMATICS	183 ±2	
Numbers & Num Rel	180 ±2	
Operations & Comp	175 ±2	
Geometry	170 ±1	
Measurement	188 ±2	
Prob & Stat	203 ±2	
PROBLEM SOLVING	196 ±2	
		N = 84 S.G.=167 Q.P.=192
SCIENCE	176 ±2	
Life Science	168 ±1	
Earth Science	169 ±1	
Physical Science	167 ±1	
Process Skills	182 ±3	
Env/Sci/Tech/Soc	148 ±1	
		N = 84 S.G.=168 Q.P.=193
SOCIAL STUDIES	170 ±1	
Geog Regions	174 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	166 ±1	
U.S. 1791-1875	157 ±1	
U.S. 1875-1932	166 ±1	
U.S. 1932-present	165 ±1	
Skills	175 ±3	
		N = 84 S.G.=170 Q.P.=195
HEALTH	189 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	174 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	191 ±1	
Growth, Dev & Fam	173 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 84 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1564

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

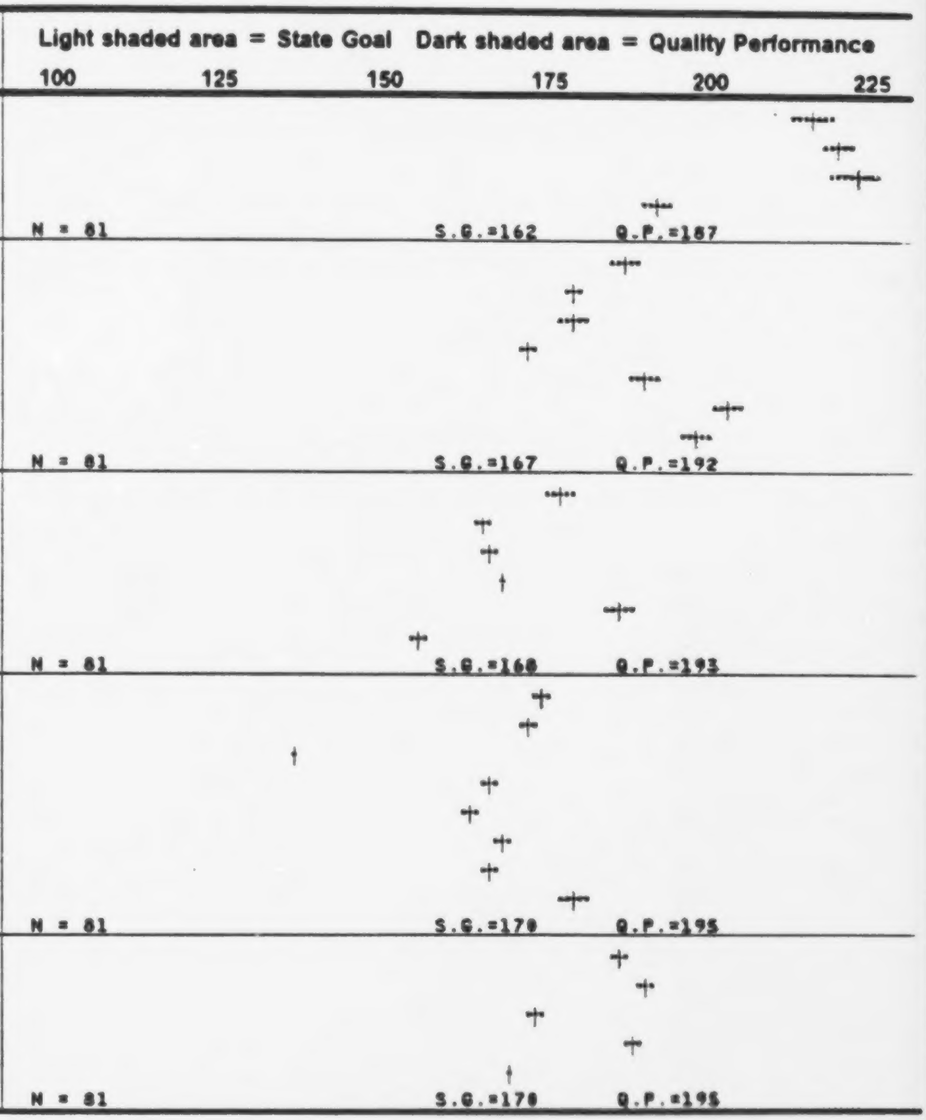
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: MORNINGSIDE ELEM
School Code: 1664

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	216 ±3
Literal Comp	220 ±2
Infer & Crit Comp	223 ±4
Reference & Study	192 ±2
MATHEMATICS	187 ±2
Numbers & Num Rel	179 ±1
Operations & Comp	179 ±2
Geometry	172 ±1
Measurement	190 ±2
Prob & Stat	203 ±2
PROBLEM SOLVING	198 ±2
SCIENCE	177 ±2
Life Science	165 ±1
Earth Science	166 ±1
Physical Science	168 ±0
Process Skills	186 ±2
Env/Sci/Tech/Soc	155 ±1
SOCIAL STUDIES	174 ±1
Geog Regions	172 ±1
Canada Hist/Geog	136 ±0
U.S. pre-1791	166 ±1
U.S. 1791-1875	163 ±1
U.S. 1875-1932	168 ±1
U.S. 1932-present	166 ±1
Skills	179 ±2
HEALTH	186 ±1
Sfty/Prs/Mntl Hlth	190 ±1
Nutrition	173 ±1
Substance Abuse	188 ±1
Growth, Dev & Fam	169 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1565

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 MORNINGSIDE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	108	74	75	67	69	
02	105	88	88	87	82	
03	106	86	80	80	82	
04	103	77	82	86	83	
05	81	80	73	90	88	
School Total	503	81	80	82	81	-1
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	108	88	88	73	88	
02	105	84	89	82	80	
03	103	95	78	81	78	
04	102	72	75	79	82	
05	79	78	65	75	78	
School Total	497	84	80	78	81	3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

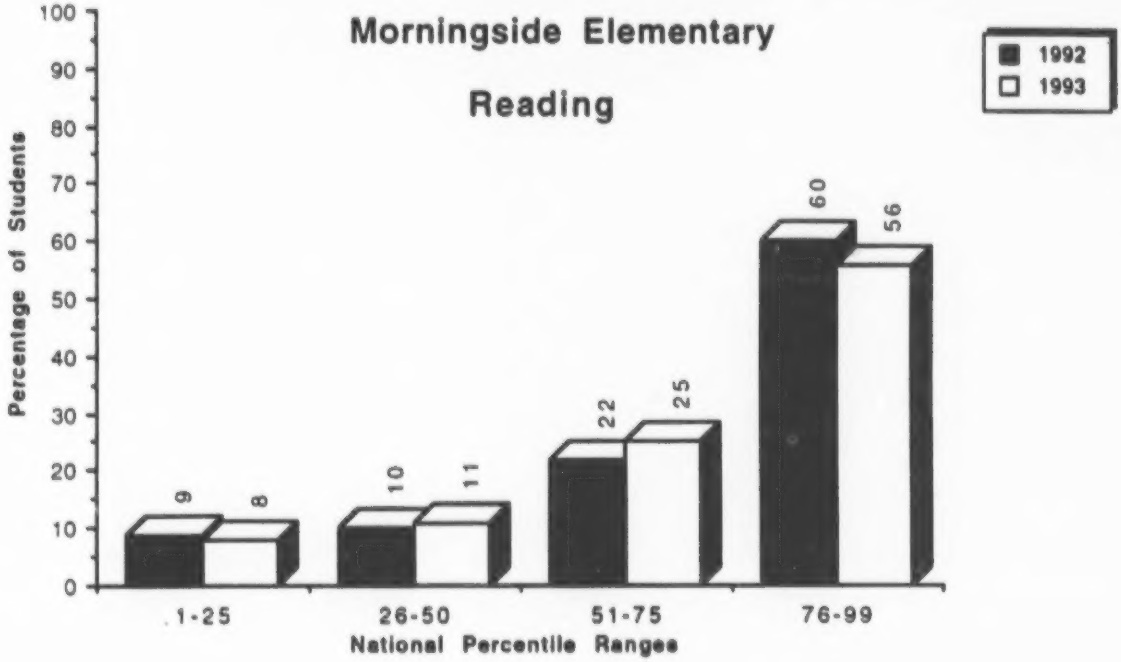
SCHOOL: 43560 MORNINGSIDE ELEMENTARY SCHOOL

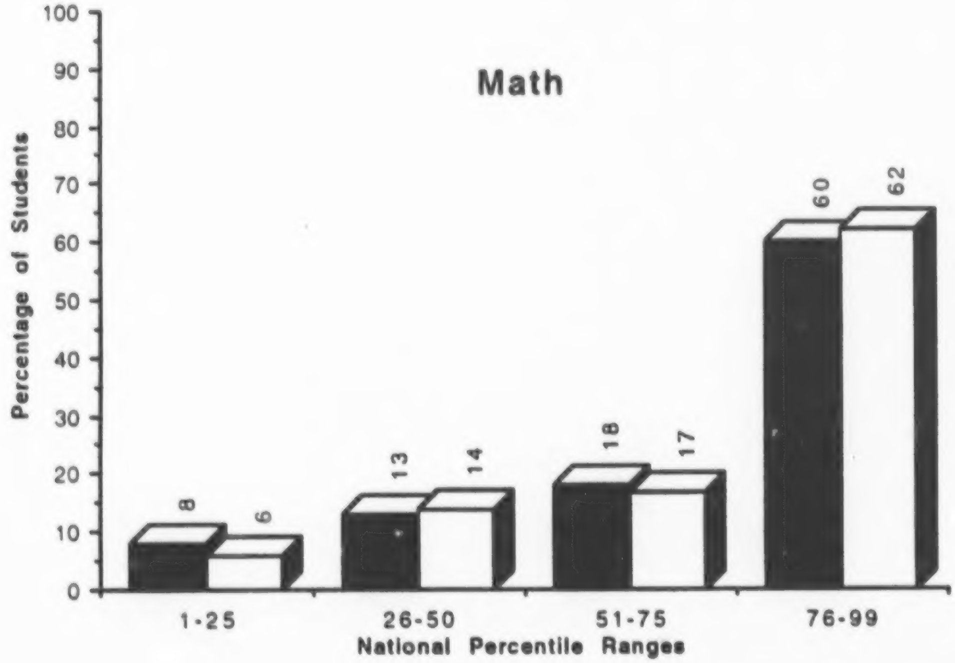
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	105	74	70	105	92	88
02	101	82	81	101	80	79
03	101	83	82	98	76	78
04	99	84	85	98	83	85
05	78	68	87	76	60	79
SCHOOL TOTAL	484	391	81	478	391	82
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

10/06/93 MORNINGSIDE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	25	25	41	16				
03					11	38	53	15
04	7	36	35	-1	4	24	33	9
05	12	52	54	2	6	38	42	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

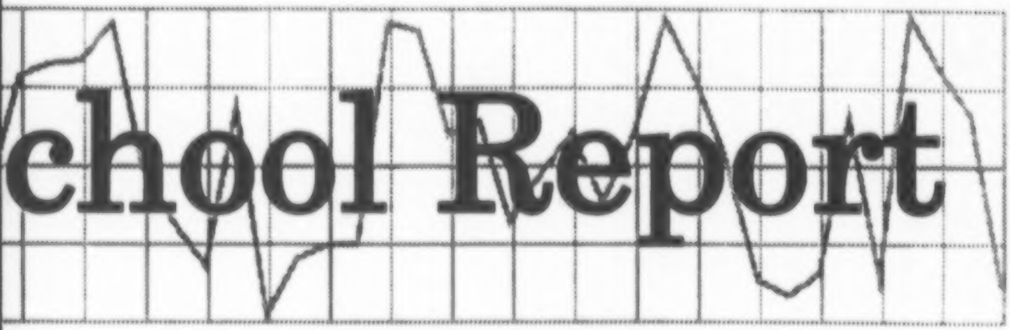
8/04/93 MORNINGSIDE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	130	98			2	2	132
	System	5,184	95			294	5	5,478
01	School	113	99			1	1	114
	System	4,879	89	202	4	408	7	5,489
02	School	109	98	2	2			111
	System	4,527	91	257	5	185	4	4,969
03	School	110	98	2	2			112
	System	4,598	92	260	5	113	2	4,971
04	School	116	99	1	1			117
	System	4,608	94	227	5	82	2	4,917
05	School	88	92	7	7	1	1	96
	System	4,588	96	191	4	20		4,799
	School	666	98	12	2	4	1	682
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

PEYTON FOREST
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1575

PEYTON FOREST ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The school's 1992-93 enrollment of 478 shows a difference of two students below the 1991-92 enrollment of 480 students. The three year trend for the school shows a 1.9 percent increase compared to a decline of 5.3 systemwide. • Two hundred and sixteen (45 percent) students were new to the school in 1992-93. Transfers from other school districts (30 percent) were greater than from other APS schools (15 percent). The high mobility rate may account for the finding that only 88 percent of the school's pupils were on active role seven or more attendance periods. Pupils' 1992-93 attendance average continued to surpass systemwide pupils' average. The 95.9 percent of certified staff attendance represents a 1.6 percent decline over the previous year and now the school's certified staff's attendance trails below the system's average. • Kindergarten pupils, for the most part (65 percent), entered with more than 6 months prior preschool experience. The remaining 35 percent either entered with no preschool or six months preschool exposure. Ninety-nine percent of the first graders, however, entered Peyton Forest with kindergarten experience. The majority (78 percent) had attended an APS kindergarten program.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• Pupils participated in projects for instructional support, i.e., Chapter I -- reading and mathematics; Remedial Education Programs -- reading, mathematics and writing; foreign language in elementary schools; "Full Potential," and an after-school program.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Students' results on GKAP indicators requiring teachers' observations were mastered by 96 to 99 percent of the pupils. The structured assessment indicators, however, were not mastered by as many pupils. In the area of communicative indicators, only 86 percent mastered *"communicates orally"*; and in the area -- *logical-mathematics* -- only 86 percent mastered the *"extended patterns"* area. There findings suggest that students will need additional attention in the skills.
B. What was the ending performance of kindergarten students in writing?	• The ending writing stages appear to form a perfect normal curve, with small percentages reaching the lower and extreme upper stages. Roughly, two-thirds of the pupils' ending writing stages fall between Stage 4: "Copier" and Stage 6: "Phrase/Sentence Writer".
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• The matched pretest and posttest in whole language fiction selections for grades two and four show decreases in the "needs improvement" category and improvement in the "excellent" category. Opposite trends occurred for third and fifth graders. • Nonfiction selections pretest and posttest were also administered to fourth and fifth graders. Fewer percentages of pupils attained "excellent" ratings on the posttest compared to pretest results.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• State goal was achieved in both 1992 and 1993 in the content areas and strands: Language Arts: Reading, Mathematics and Social Studies at the third grade level. There were, however, not indications of quality performance over the two consecutive years. Quality performance was reached in the content area of Language Arts: Reading in 1992.
B. Grade 5	• The school's fifth graders CBA's met or exceeded state goal in the content areas and strands: Language Arts: Reading, Mathematics, and Health for the two consecutive school years. Additionally, quality performance is indicated in the content area of Language Arts: Reading for the two school years 1991-92 and 1992-93. Quality performance was indicated on the strands: Literal Comprehension, Inferential and Critical Comprehension, and Probability and Statistics.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The percentage of regular program students' reaching national norm status on the ITBS scores at Peyton increased by two percent in '93 over '92. The third grade pupils' percentages declined by thirty-five percent in reading and 30 percent in mathematics.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) (continued) Were there changes in reading/mathematics achievement with respect to the following:	
B. Students who attended the school for seven or more attendance periods?	• Overall, pupils in attendance seven or more periods achieved higher N.P. status than "regular program students" in reading and mathematics. There are notable increased percentages of third graders attaining N.P. status in reading and in mathematics.
C. The percentage of students scoring within each quadrant?	• The graphics depicting the percentage of students scoring within each quadrant in reading indicate increased percentages in the lowest quadrant -- 1-25 and the highest quadrant -- 76-99. There is vertical stability at the 51-75 quadrant. Mathematics, on the other hand, shows more consistent negative movement; that is, declines from higher quadrants to lower ones. Nonetheless, the shifts represented less than ten percent of the students.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• The school's Chapter I reading NCE gains exceed system trends at the second grade by 7-15 NCE's in reading and mathematics. There were large declines in reading and mathematics. Systemwide Chapter I NCE results appeared to be less "changeable" and showed more expected gains.
B. Remedial Education Program (REP)	• The school's REP participants' results show large declines and gains in reading and mathematics. The mathematics NCE changes were more in line with system gains than were the reading changes. The declines in reading score at the fourth grade of a minus six NCE's and the mathematics score of a minus ten NCE's are examples of the large shifts at the school level.

Critical Questions	**Findings**
VI. Progression Status	
How did the school's progression status compare to that of the system?	- Although a larger percentage of the school's pupils were promoted than system pupils, the finding appears to be what would be expected. The school's students' test results, active enrollment, and overall achievement seem to warrant the promotion of ninety-seven percent of all enrollees.

EGL:sm - SR#57
Department of Research and Evaluation
October 26, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
PEYTON FOREST ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	469	480	478	-2	-.4	9	1.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	422	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	56	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	142	30	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	74	15	3873	12
MOBILITY INDEX	.30		.38	
3. PUPIL-TEACHER RATIO	22.8		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	62	13	15734	50
CHAPTER I MATH	59	12	14903	47
REP READING	53	11	4384	14
REP MATH	55	12	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	68	14	1539	5
FULL POTENTIAL	478	100	3961	13
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	85	18	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	3	4	291	5
K-GARTEN - HEAD START	1	1	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	49	60	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	28	35	2391	45
FIRST GRADE - APS K-GARTEN	68	78	4862	90
FIRST GRADE - NON-APS K-GARTEN	18	21	481	9
FIRST GRADE - NO K-GARTEN	1	1	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.7		94.4
1991-92		95.5		94.1
1992-93		95.1		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.1		97.2
1991-92		97.5		97.4
1992-93		95.9		97.4

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I Communicative	95	93	92
II Logical-Mathematical	91	93	93
III Physical	99	97	96
IV Personal	96	94	92
V Social	98	94	93
Total Number Reported	80	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	95	93	92
B. Processes Auditory Information	94	92	92
C. Communicates Orally	86	91	92
D. Demonstrates Emergent Literacy	93	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	90	90	91
B. Makes Comparisons	90	91	91
C. Knows Numbers 1 to 10	94	93	93
D. Extends Patterns	86	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
PEYTON FOREST ELEMENTARY 41623

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	4	4.9
STAGE 3: INVENTED WORD WRITER	5	6.1
STAGE 4: COPIER	17	20.7
STAGE 5: NEW WORD WRITER	9	11.0
STAGE 6: PHRASE/SENTENCE WRITER	27	32.9
STAGE 7: SIMPLE STORY WRITER	16	19.5
STAGE 8: INTERMEDIATE STORY WRITER	4	4.9
TOTAL NUMBER	82	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: PEYTON FOREST ELEMENTARY

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	12	18	18	26	17	25	8	12	13	19	68
POSTTEST LEVEL 2	21	31	23	34	10	15	5	7	9	13	68
DIFFERENCE LEVEL 2	9	13	5	8	-7	-10	-3	-5	-4	-6	
PRETEST LEVEL 3	10	15	21	31	21	31	9	13	7	10	68
POSTTEST LEVEL 3	9	13	18	26	19	28	10	15	12	18	68
DIFFERENCE LEVEL 3	-1	-2	-3	-5	-2	-3	1	2	5	8	
PRETEST LEVEL 4	13	20	22	34	22	34	4	6	4	6	65
POSTTEST LEVEL 4	21	32	26	40	12	18	5	8	1	2	65
DIFFERENCE LEVEL 4	8	12	4	6	-10	-16	1	2	-3	-4	
PRETEST LEVEL 5	21	30	17	25	15	22	10	14	6	9	69
POSTTEST LEVEL 5	13	19	25	36	17	25	9	13	5	7	69
DIFFERENCE LEVEL 5	-8	-11	8	11	2	3	-1	-1	-1	-2	
	56	21	78	29	75	28	31	11	30	11	270
	64	24	92	34	58	21	29	11	27	10	270
	8	3	14	5	-17	-7	-2	0	-3	-1	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

10/11/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: PEYTON FOREST ELEMENTARY

					ADEQUATE							
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	24	37	11	17	16	25	11	17	3	5	65
POSTTEST	LEVEL 4	12	18	25	38	21	32	5	8	2	3	65
DIFFERENCE	LEVEL 4	-12	-19	14	21	5	7	-6	-9	-1	-2	
PRETEST	LEVEL 5	17	26	14	22	14	22	9	14	11	17	65
POSTTEST	LEVEL 5	9	14	23	35	11	17	10	15	12	18	65
DIFFERENCE	LEVEL 5	-8	-12	9	13	-3	-5	1	1	1	1	
		41	32	25	19	30	23	20	15	14	11	130
		21	16	48	37	32	25	15	12	14	11	130
		-20	-16	23	18	2	2	-5	-3	0	0	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

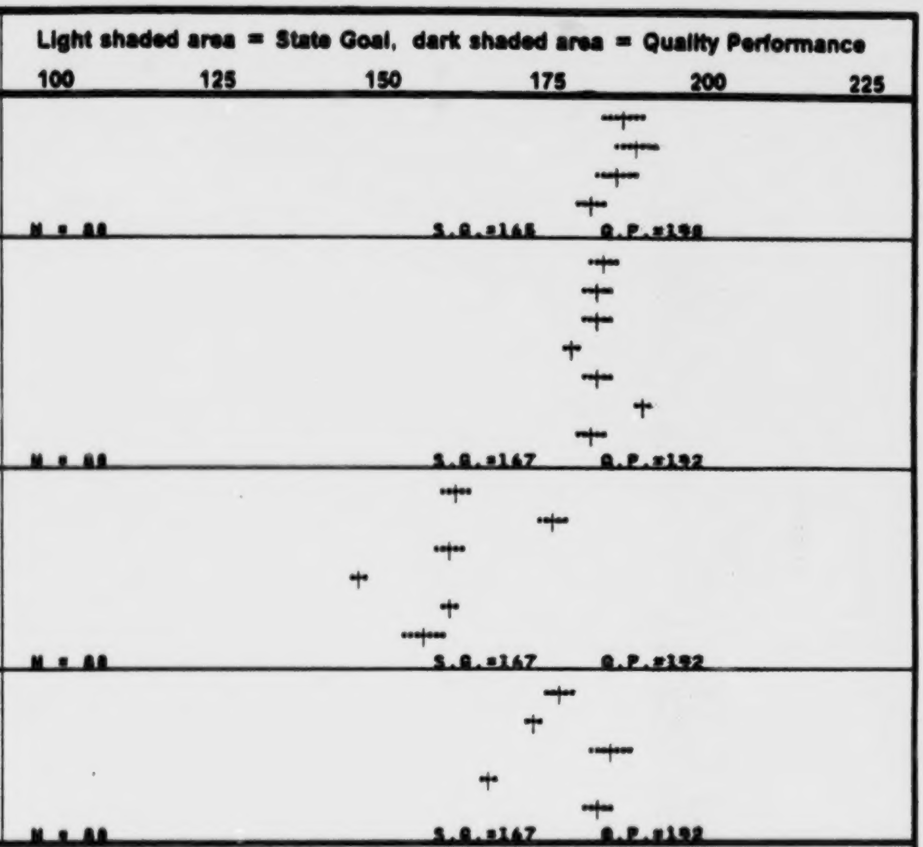
chool Content Area Summary

GRADE 3

ystem Name: ATLANTA CITY
ystem Code: 761
chool Name: PEYTON FOREST ELEM
chool Code: 3065

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	187 ±3
Literal Comp	189 ±3
Infer & Crit Comp	186 ±3
Reference & Study	182 ±2
MATHEMATICS	184 ±2
Numbers & Num Rel	183 ±2
Operations & Comp	183 ±2
Geometry	179 ±1
Measurement	183 ±2
Prob & Stat	190 ±1
PROBLEM SOLVING	182 ±2
SCIENCE	161 ±2
Life Science	176 ±2
Earth Science	160 ±2
Physical Science	146 ±1
Process Skills	160 ±1
Env/Sci/Tech/Soc	156 ±3
SOCIAL STUDIES	177 ±2
Communities	173 ±1
Citizenship	185 ±3
American Heritage	166 ±1
Skills	183 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1605

+ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

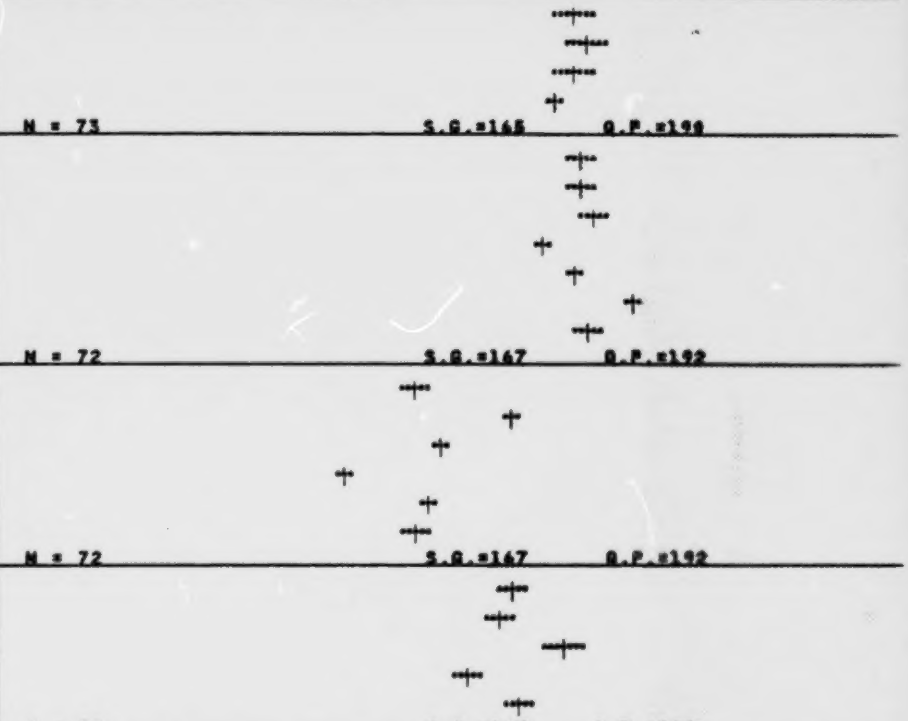
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: PEYTON FOREST ELEM
School Code: 3065

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS: READING	181 ±3	
Literal Comp	183 ±3	
Infer & Crit Comp	181 ±3	
Reference & Study	178 ±1	
		N = 73 S.G.=165 Q.P.=198
MATHEMATICS	182 ±2	
Numbers & Num Rel	182 ±2	
Operations & Comp	184 ±2	
Geometry	176 ±1	
Measurement	181 ±1	
Prob & Stat	190 ±1	
PROBLEM SOLVING	183 ±2	
		N = 72 S.G.=167 Q.P.=192
SCIENCE *	156 ±2	
Life Science	171 ±1	
Earth Science	160 ±1	
Physical Science	145 ±1	
Process Skills	158 ±1	
Env/Sci/Tech/Soc	156 ±2	
		N = 72 S.G.=167 Q.P.=192
SOCIAL STUDIES	171 ±2	
Communities	169 ±2	
Citizenship	179 ±3	
American Heritage	164 ±2	
Skills	172 ±2	
		N = 72 S.G.=167 Q.P.=192



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

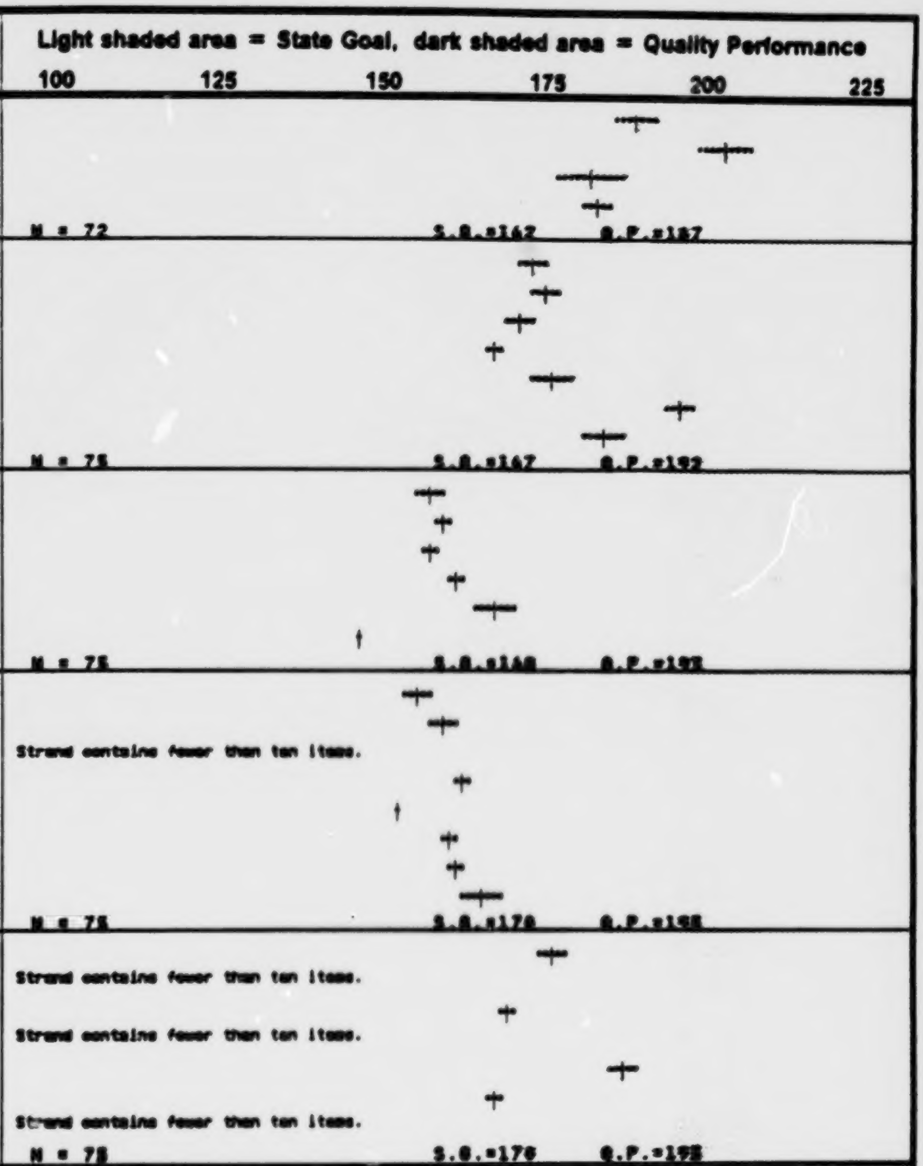
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PEYTON FOREST ELEM
School Code: 3065

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	
LANG ARTS:READING	189 ±3	
Literal Comp	203 ±4	
Infer & Crit Comp	182 ±5	
Reference & Study	183 ±2	
		N = 72 S.G.=162 Q.P.=187
MATHEMATICS	173 ±2	
Numbers & Num Rel	175 ±2	
Operations & Comp	171 ±2	
Geometry	167 ±1	
Measurement	176 ±3	
Prob & Stat	196 ±2	
PROBLEM SOLVING	184 ±3	
		N = 75 S.G.=167 Q.P.=192
SCIENCE	157 ±2	
Life Science	159 ±1	
Earth Science	157 ±1	
Physical Science	161 ±1	
Process Skills	167 ±3	
Env/Sci/Tech/Soc	146 ±0	
		N = 75 S.G.=168 Q.P.=193
SOCIAL STUDIES	155 ±2	
Geog Regions	159 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	161 ±1	
Skills	165 ±3	
		N = 75 S.G.=170 Q.P.=195
HEALTH	176 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	187 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 75 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
--- = the standard error (S.E.)

1607

GEORGIA CURRICULUM BASED ASSESSMENT

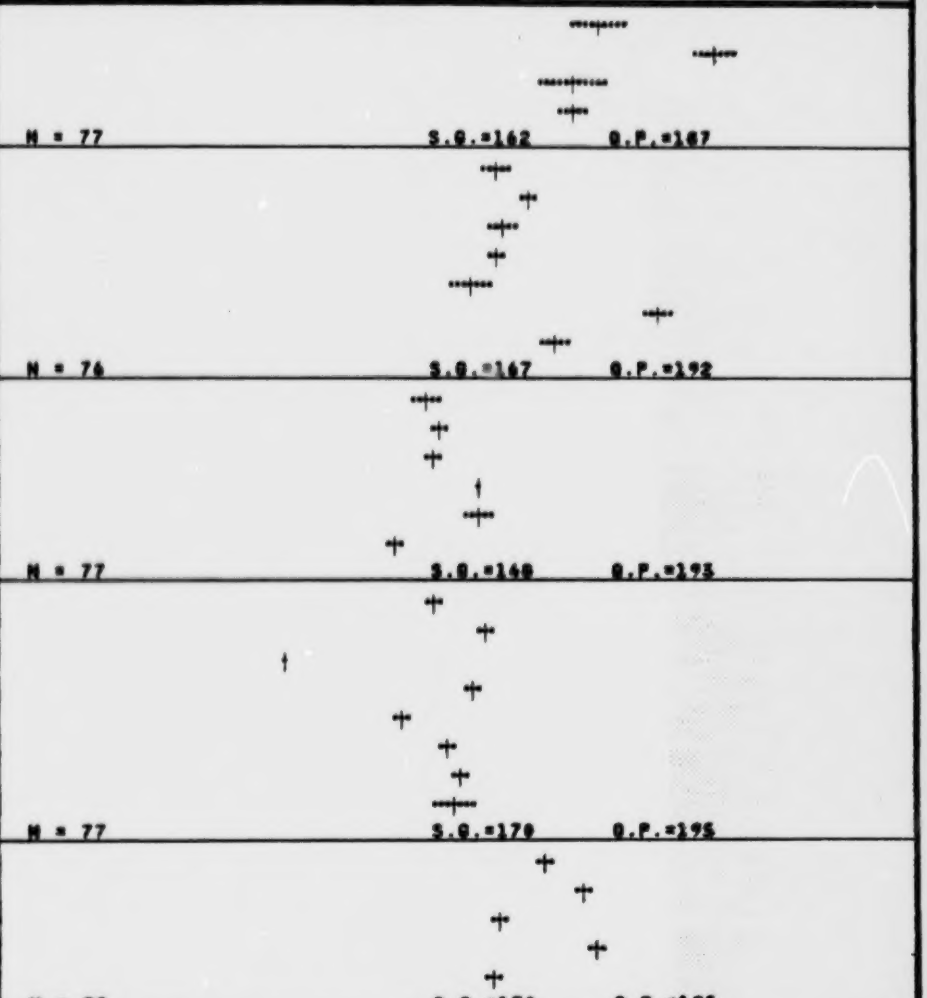
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PEYTON FOREST ELEM
School Code: 3065

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	184 ±4	
Literal Comp	202 ±3	
Infer & Crit Comp	180 ±5	
Reference & Study	180 ±2	
		N = 77 S.G.=162 Q.P.=187
MATHEMATICS	168 ±2	
Numbers & Num Rel	173 ±1	
Operations & Comp	169 ±2	
Geometry	168 ±1	
Measurement	164 ±3	
Prob & Stat	193 ±2	
PROBLEM SOLVING	177 ±2	
		N = 76 S.G.=167 Q.P.=192
SCIENCE	157 ±2	
Life Science	159 ±1	
Earth Science	158 ±1	
Physical Science	165 ±0	
Process Skills	165 ±2	
Env/Sci/Tech/Soc	152 ±1	
		N = 77 S.G.=160 Q.P.=193
SOCIAL STUDIES	158 ±1	
Geog Regions	166 ±1	
Canada Hist/Geog	135 ±0	
U.S. pre-1791	164 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	162 ±1	
Skills	161 ±3	
		N = 77 S.G.=170 Q.P.=195
HEALTH	175 ±1	
Sfty/Prs/Mntl Hlth	181 ±1	
Nutrition	168 ±1	
Substance Abuse	183 ±1	
Growth, Dev & Fam	167 ±1	
		N = 75 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1608

10/06/93 PEYTON FOREST ELEMENTARY

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	87	73	75	62	77	
02	77	87	86	72	78	
03	74	68	60	69	34	
04	75	44	49	36	56	
05	77	61	43	48	45	
School Total	390	67	62	57	59	2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	88	88	79	69	78	
02	77	87	96	82	82	
03	74	68	58	75	45	
04	76	54	57	43	55	
05	76	67	55	56	38	
School Total	391	73	69	64	60	-4
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

SCHOOL: 41623 PEYTON FOREST ELEMENTARY

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	79	63	80	79	63	80
02	67	56	84	66	57	86
03	68	25	37	67	33	49
04	67	41	61	67	41	61
05	70	33	47	69	29	42
SCHOOL TOTAL	351	218	62	348	223	64
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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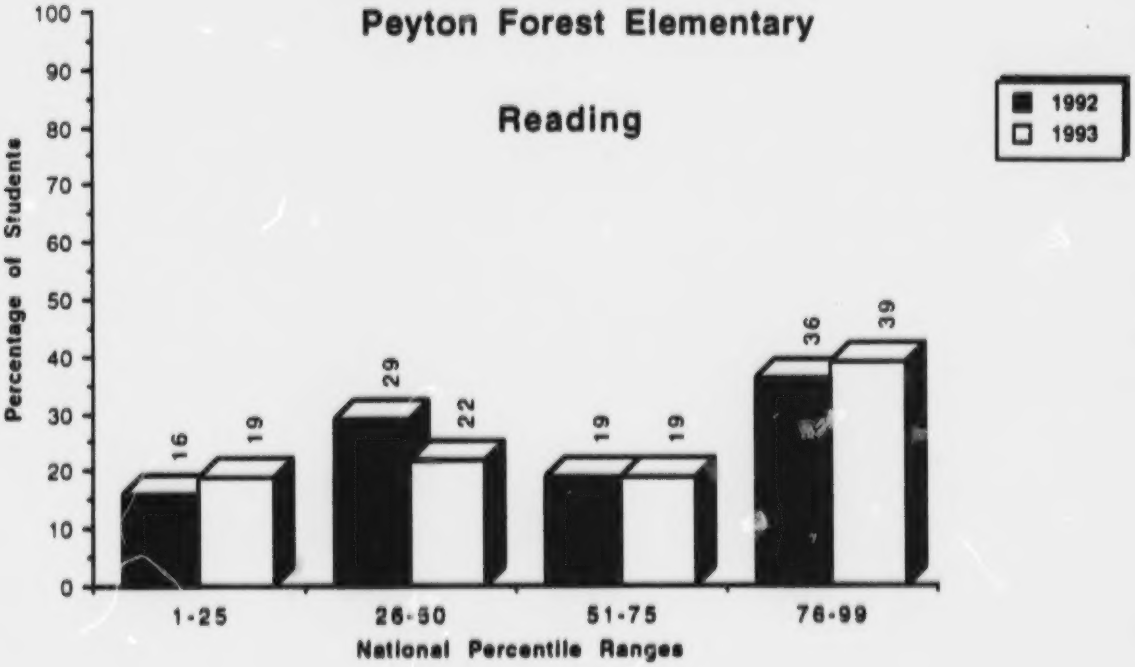
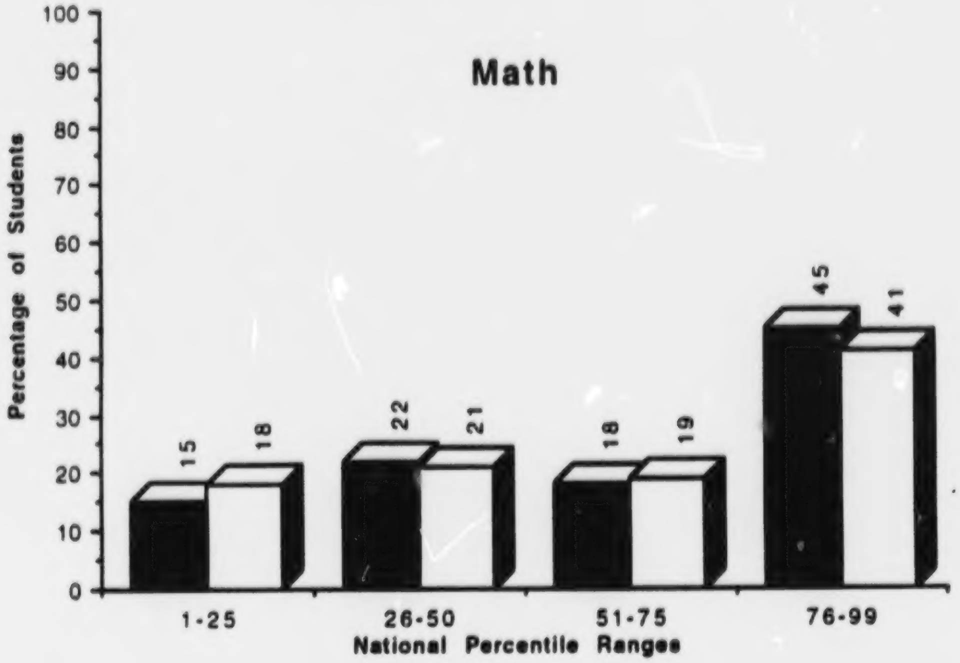
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

1013

10/06/93 PEYTON FOREST ELEMENTARY

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	17	35	53	18	10	30	45	15
03 Non SWP	14	41	32	-9	11	44	44	
04 Non SWP	12	40	34	-6	7	32	24	-8
05 Non SWP	16	28	32	4	22	30	34	4

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 PEYTON FOREST ELEMENTARY

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	17	34	52	18	19	42	50	8
03	13	39	32	-7	10	42	45	3
04	7	39	29	-10	10	39	33	-6
05	13	24	30	6	12	24	30	6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

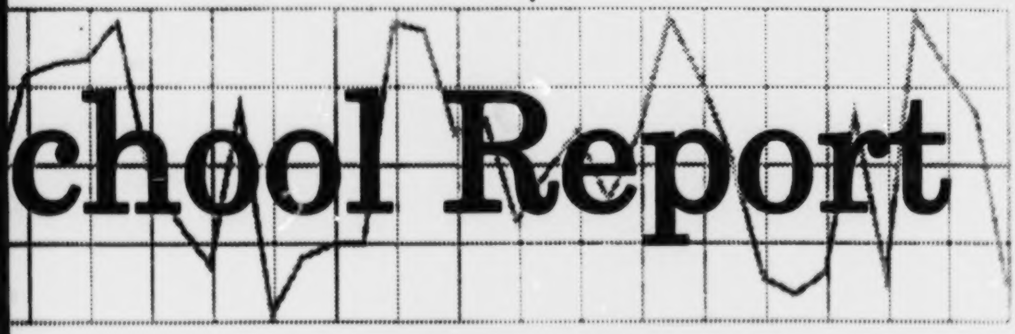
8/04/93 PEYTON FOREST ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	81	99			1	1	82
	System	5,184	95			294	5	5,478
01	School	84	91	6	7	2	2	92
	System	4,879	89	202	4	408	7	5,489
02	School	73	96	1	1	2	3	76
	System	4,527	91	257	5	185	4	4,969
03	School	72	99	1	1			73
	System	4,598	92	260	5	113	2	4,971
04	School	78	100					78
	System	4,608	94	227	5	82	2	4,917
05	School	77	100					77
	System	4,588	96	191	4	20		4,799
	School	465	97	8	2	5	1	478
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

PETERSON
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1620

PETERSON ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• In contrast to the trend systemwide, student enrollment at Peterson continued to increase over a three-year period. • The student mobility index (.31) was lower than that of the system (.38). Eighty-eight percent of the students were enrolled at Peterson at least seven attendance periods. • Almost one-half of the kindergarten students entered school with little or no preschool experience. • All except one first grade student had previous kindergarten experience. • Student attendance decreased slightly but remained above the system average. • Staff attendance increased slightly and was above the system average.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.
B. What was the ending performance of kindergarten students in writing?	• One-third of the kindergarten students were Phrase/Sentence Writers (Stage 6) or above by the end of the school year. However, the remaining kindergarten students were still in Stages 2 through 5.

Critical Questions	Findings
II. Performance-Based Assessment (contd.)	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	- For fiction matched scores, there were 14 percent fewer students in the Lower Adequate and Needs Improvement categories and 14 percent more students in the Excellent and Upper Adequate categories. - For nonfiction matched scores, there were 14 percent fewer students in the Needs Improvement category and 4 percent more students in the Excellent and Upper Adequate categories.
III. Georgia Curriculum Based Assessment Program - 1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	- Taking into account the standard error, the scores of third grade students met or exceeded the state goal in the areas of Language Arts and Mathematics in both 1992 and 1993 and in the area of Social Studies in 1992 only. Peterson's scores met or exceeded the state goal both years in all strands in the areas of Language Arts and Mathematics; in the Life Science strand in the area of Science; and in the Citizenship and Skills strands in the area of Social Studies. Quality performance was not indicated in any of the content areas and strands either year.
B. Grade 5	- In grade 5, student scores met or exceeded the state goal in the area of Language Arts in both 1992 and 1993 and in the areas of Mathematics and Health in 1993 only. Strands on which the state goal was met or exceeded both years included all strands in Language Arts, Numbers and Number Relations, Probability and Statistics, and Problem Solving in Mathematics and Substance Abuse in Health. Additional strands for which the state goal was met in 1993 only included Operations and Computations, Geometry, and Measurement (Mathematics) and Safety/Personal Health/Mental Health (Health). Student scores indicated quality performance on the Literal Comprehension strand both years and on the Probability and Statistics strand in 1993 only.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a noticeable decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. At all grades except fifth grade in the area of mathematics, fewer than 50 percent of the students had scores at or above the national norm.
B. Students who attended the school for seven or more attendance periods?	• Compared to the entire student body tested, students who attended Peterson at least seven attendance periods had slightly higher scores in reading.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, the greatest decrease was in the percentage of students with scores in the highest quadrant (76th-99th percentile range) and the greatest increase was in the lowest quadrant (1st-25th percentile range).
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• NCE gains were made by Chapter I students in grade 5 in reading and in grades 3 and 5 in mathematics. At these grades only, the NCE gains were equal to or greater than those made by similar Chapter I students systemwide.
B. Remedial Education Program (REP)	• REP students made NCE gains in reading at all grades except second. In mathematics, NCE gains were made in grades 3 and 5 only.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	● Ninety-four percent of the students were promoted to the next grade at the end of the 1992-93 school year as compared to 93 percent of the students systemwide. The percentage of promoted students was lowest in grade 1.

R&E/CV:lf November 3, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
PETERSON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	310	334	336	2	.6	26	8.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	294	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	42	13	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	104	31	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	36	11	3873	12
MOBILITY INDEX	.31		.38	
3. PUPIL-TEACHER RATIO	24.0		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	42	13	15734	50
CHAPTER I MATH	20	6	14903	47
REP READING	54	16	4384	14
REP MATH	46	14	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	38	11	2028	6

08/06/93
PETERSON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	2	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	22	48	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	48	2391	45
FIRST GRADE - APS K-GARTEN	48	92	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	6	481	9
FIRST GRADE - NO K-GARTEN	1	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.6		94.4
1991-92		95.0		94.1
1992-93		94.6		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE				
1990-91		95.2		97.2
1991-92		97.6		97.4
1992-93		97.8		97.4

Peterson Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I Communicative	100	93	92
II Logical-Mathematical	98	93	93
III Physical	100	97	96
IV Personal	100	94	92
V Social	100	94	93
Total Number Reported	47	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	98	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	100	91	92
D. Demonstrates Emergent Literacy	100	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	100	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
PETERSON ELEMENTARY SCHOOL 42616

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	2	4.3
STAGE 3: INVENTED WORD WRITER	4	8.5
STAGE 4: COPIER	18	38.3
STAGE 5: NEW WORD WRITER	8	17.0
STAGE 6: PHRASE/SENTENCE WRITER	10	21.3
STAGE 7: SIMPLE STORY WRITER	4	8.5
STAGE 8: INTERMEDIATE STORY WRITER	1	2.1
TOTAL NUMBER	47	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: PETERSON ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	0	0	12	28	8	19	9	21	14	33	43
POSTTEST	LEVEL	2	7	16	16	37	9	21	6	14	5	12	43
DIFFERENCE	LEVEL	2	7	16	4	9	1	2	-3	-7	-9	-21	
PRETEST	LEVEL	3	5	10	6	12	16	32	14	28	9	18	50
POSTTEST	LEVEL	3	8	16	6	12	13	26	7	14	16	32	50
DIFFERENCE	LEVEL	3	3	6	0	0	-3	-6	-7	-14	7	14	
PRETEST	LEVEL	4	3	6	11	22	14	29	9	18	12	24	49
POSTTEST	LEVEL	4	2	4	18	37	10	20	10	20	9	18	49
DIFFERENCE	LEVEL	4	-1	-2	7	15	-4	-9	1	2	-3	-6	
PRETEST	LEVEL	5	2	4	5	10	8	16	10	20	26	51	51
POSTTEST	LEVEL	5	4	8	11	22	12	24	8	16	16	31	51
DIFFERENCE	LEVEL	5	2	4	6	12	4	8	-2	-4	-10	-20	
			10	5	34	18	46	24	42	22	61	32	193
			21	11	51	26	44	23	31	16	46	24	193
			11	6	17	8	-2	-1	-11	-6	-15	-8	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: PETERSON ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	5	10	20	41	8	16	7	14	9	18	49
POSTTEST LEVEL 4	2	4	13	27	15	31	9	18	10	20	49
DIFFERENCE LEVEL 4	-3	-6	-7	-14	7	15	2	4	1	2	
PRETEST LEVEL 5	0	0	2	4	12	24	10	20	26	52	50
POSTTEST LEVEL 5	5	10	11	22	15	30	8	16	11	22	50
DIFFERENCE LEVEL 5	5	10	9	18	3	6	-2	-4	-15	-30	
	5	5	22	22	20	20	17	17	35	35	99
	7	7	24	24	30	30	17	17	21	21	99
	2	2	2	2	10	10	0	0	-14	-14	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

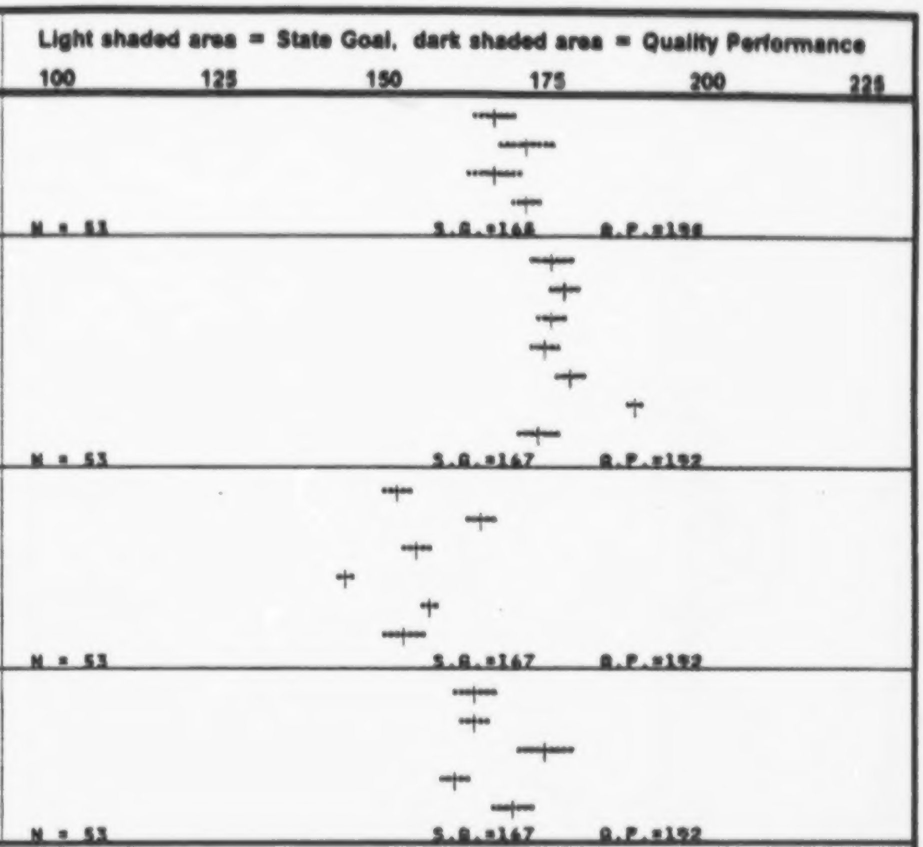
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: PETERSON ELEM
School Code: 2565

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	167 ±3
Literal Comp	172 ±4
Infer & Crit Comp	167 ±4
Reference & Study	172 ±2
MATHEMATICS	176 ±3
Numbers & Num Rel	178 ±2
Operations & Comp	176 ±2
Geometry	175 ±2
Measurement	179 ±2
Prob & Stat	189 ±1
PROBLEM SOLVING	174 ±3
SCIENCE	152 ±2
Life Science	165 ±2
Earth Science	155 ±2
Physical Science	144 ±1
Process Skills	157 ±1
Env/Sci/Tech/Soc	153 ±3
SOCIAL STUDIES	164 ±3
Communities	164 ±2
Citizenship	175 ±4
American Heritage	161 ±2
Skills	170 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

1048

† = the school score
••• = the standard error (S.E.)

CC3CA

GEORGIA CURRICULUM BASED ASSESSMENT

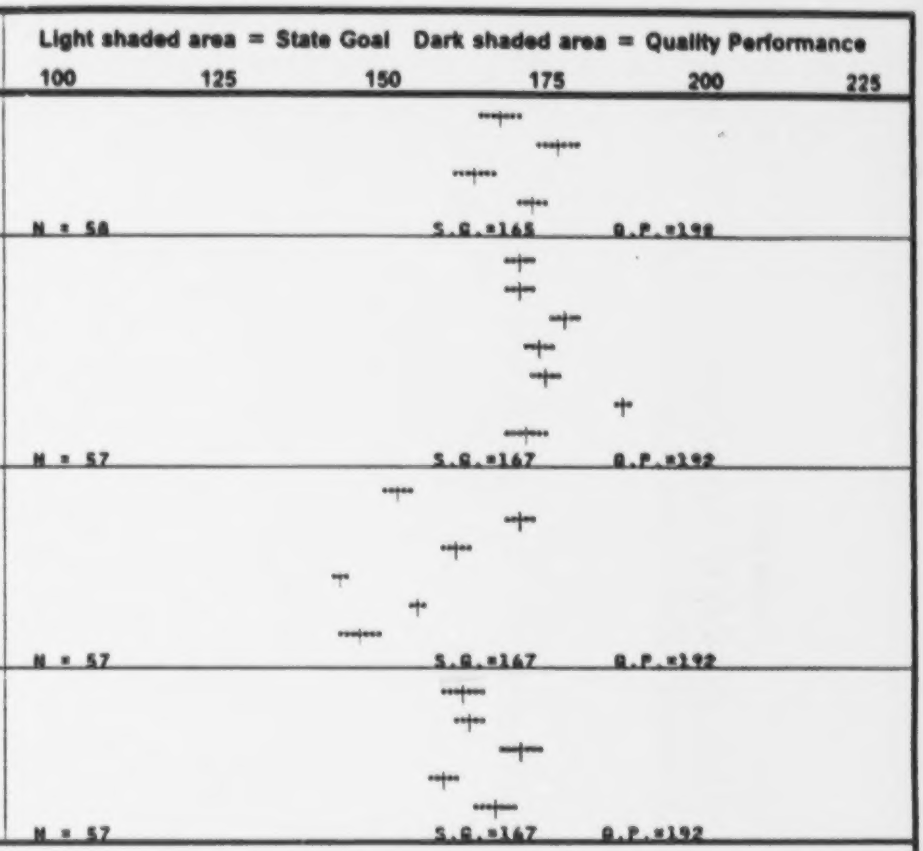
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: PETERSON ELEM
School Code: 2565

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS: READING	168 ±3
Literal Comp	177 ±3
Infer & Crit Comp	164 ±3
Reference & Study	173 ±2
MATHEMATICS	171 ±2
Numbers & Num Rel	171 ±2
Operations & Comp	178 ±2
Geometry	174 ±2
Measurement	175 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	172 ±3
SCIENCE *	152 ±2
Life Science	171 ±2
Earth Science	161 ±2
Physical Science	143 ±1
Process Skills	155 ±1
Env/Sci/Tech/Soc	146 ±3
SOCIAL STUDIES	162 ±3
Communities	163 ±2
Citizenship	171 ±3
American Heritage	159 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

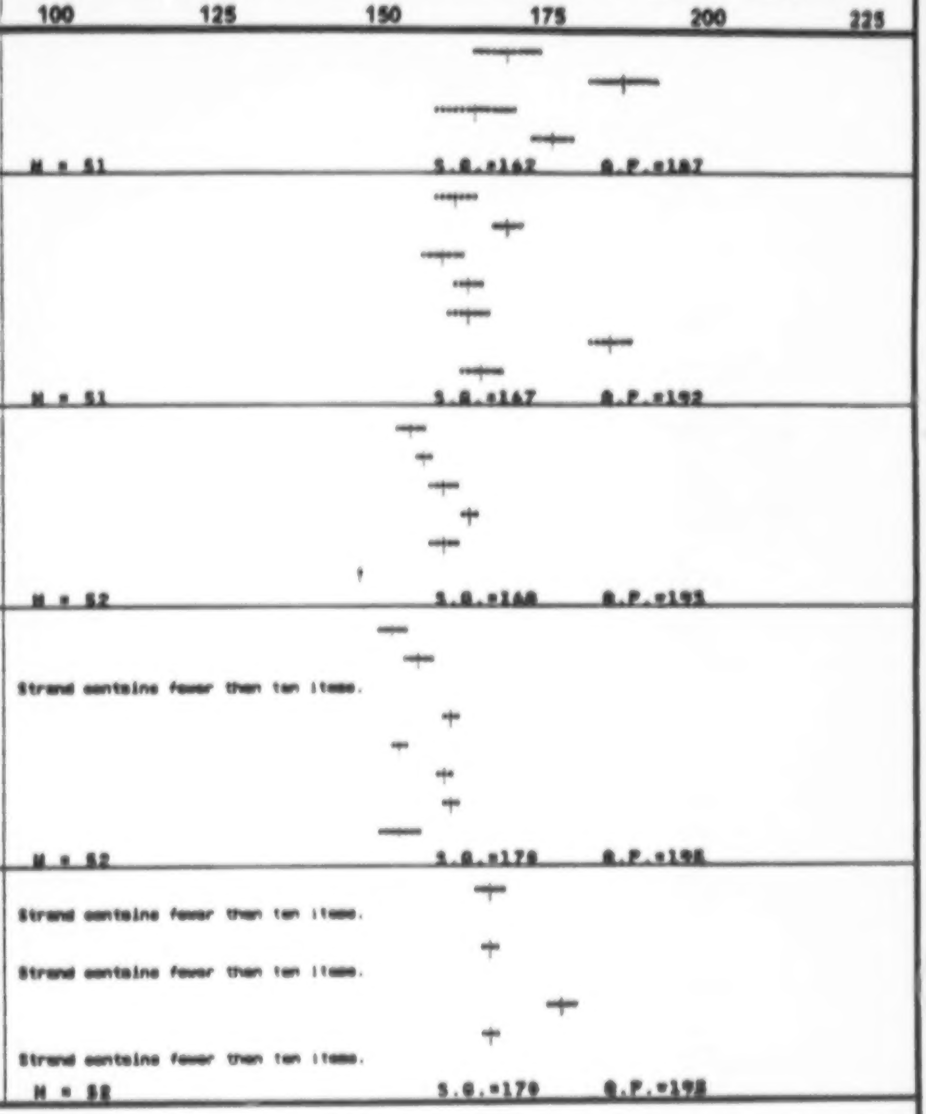
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PETERSON ELEM
School Code: 2565

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	169 ±5	
Literal Comp	187 ±5	
Infer & Crit Comp	164 ±6	
Reference & Study	176 ±3	
		N = 51 S.G.=162 Q.P.=187
MATHEMATICS	161 ±3	
Numbers & Num Rel	169 ±2	
Operations & Comp	159 ±3	
Geometry	163 ±2	
Measurement	163 ±3	
Prob & Stat	185 ±3	
PROBLEM SOLVING	165 ±3	
		N = 51 S.G.=167 Q.P.=192
SCIENCE	154 ±2	
Life Science	156 ±1	
Earth Science	159 ±2	
Physical Science	163 ±1	
Process Skills	159 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 52 S.G.=168 Q.P.=193
SOCIAL STUDIES	151 ±2	
Geog Regions	155 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	160 ±1	
Skills	152 ±3	
		N = 52 S.G.=170 Q.P.=195
HEALTH	166 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	166 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 52 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

1050

GEORGIA CURRICULUM BASED ASSESSMENT

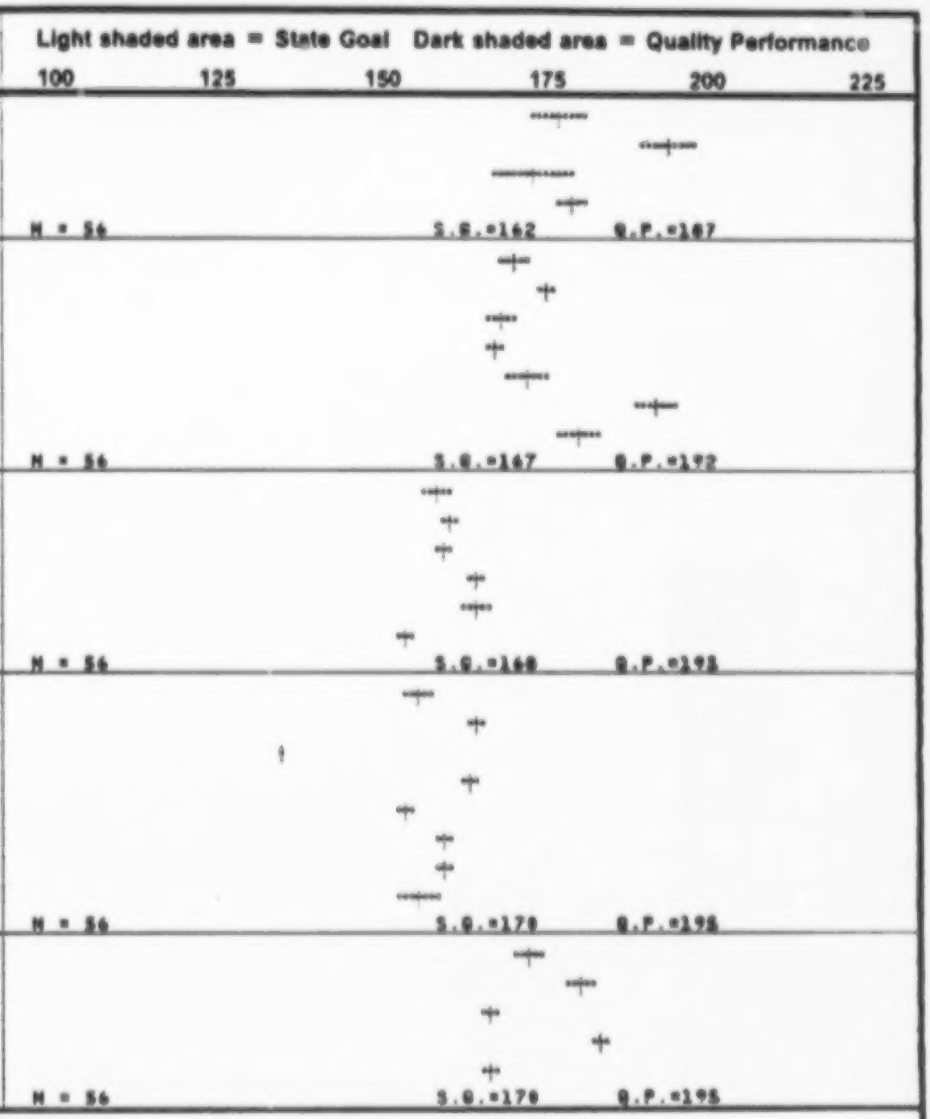
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PETERSON ELEM
School Code: 2565

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	177 ±4
Literal Comp	194 ±4
Infer & Crit Comp	173 ±6
Reference & Study	179 ±2
MATHEMATICS	170 ±2
Numbers & Num Rel	175 ±1
Operations & Comp	168 ±2
Geometry	167 ±1
Measurement	172 ±3
Prob & Stat	192 ±3
PROBLEM SOLVING	180 ±3
SCIENCE	158 ±2
Life Science	160 ±1
Earth Science	159 ±1
Physical Science	164 ±1
Process Skills	164 ±2
Env/Sci/Tech/Soc	153 ±1
SOCIAL STUDIES	155 ±2
Geog Regions	164 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	163 ±1
U.S. 1791-1875	153 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	159 ±1
Skills	155 ±3
HEALTH	172 ±2
Sfty/Prs/Mntl Hlth	180 ±2
Nutrition	166 ±1
Substance Abuse	183 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	52	72	66	43	21	
02	50	51	53	62	28	
03	59	46	44	46	17	
04	58	72	35	46	47	
05	56	70	45	29	43	
School Total	275	62	49	46	31	-15
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	52	64	56	49	25	
02	50	76	70	34	28	
03	59	56	55	56	17	
04	58	70	41	48	34	
05	56	73	60	32	50	
School Total	275	67	56	44	31	-13
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

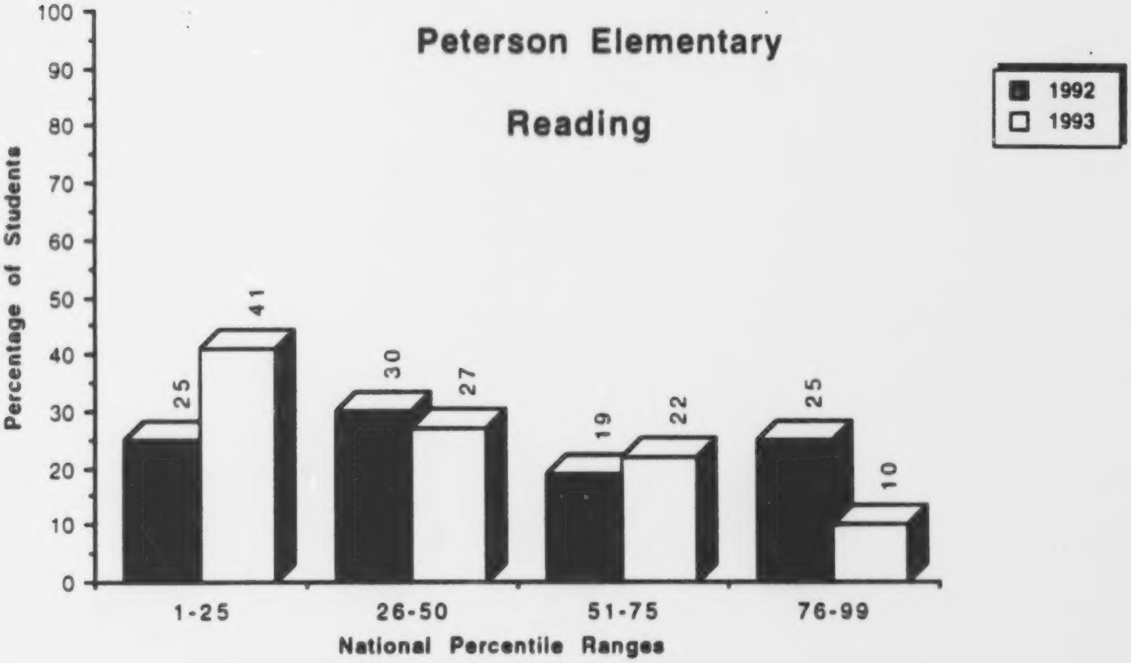
SCHOOL: 42616 PETERSON ELEMENTARY SCHOOL

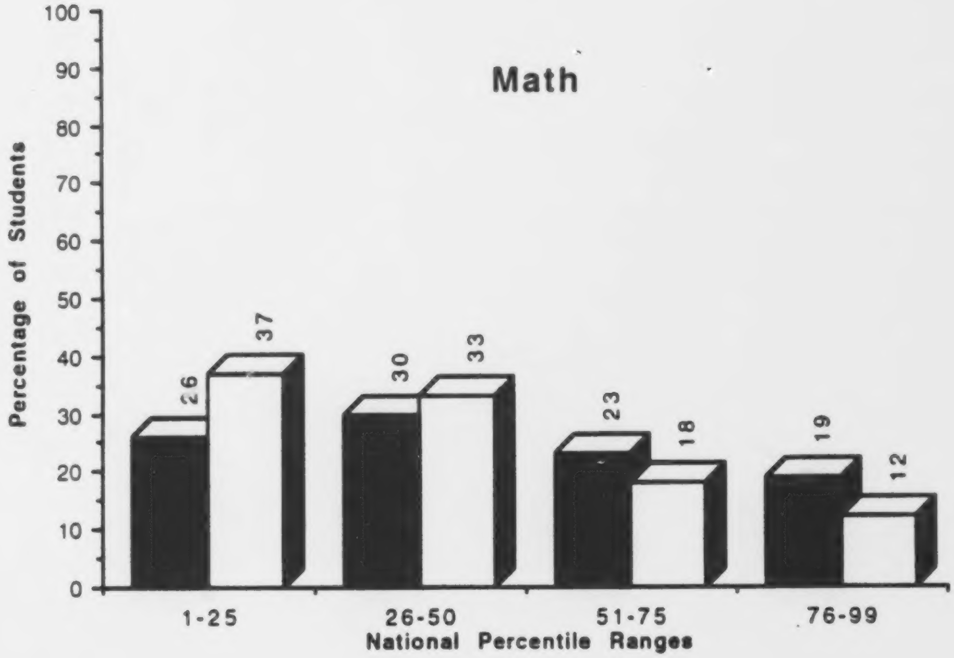
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	43	10	23	43	12	28
02	45	14	31	45	13	29
03	50	7	14	50	7	14
04	49	25	51	49	18	37
05	49	21	43	49	23	47
SCHOOL TOTAL	236	77	33	236	73	31
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	12	28	28					
03 Non SWP	11	30	28	-2	10	29	31	2
04 Non SWP	9	33	29	-4	5	26	24	-2
05 Non SWP	9	25	38	13	4	31	36	5

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 PETERSON ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	16	29	25	-4	14	37	23	-14
03	5	25	30	5	2	32	37	5
04	12	31	33	2	10	28	25	-3
05	15	31	34	3	14	32	33	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

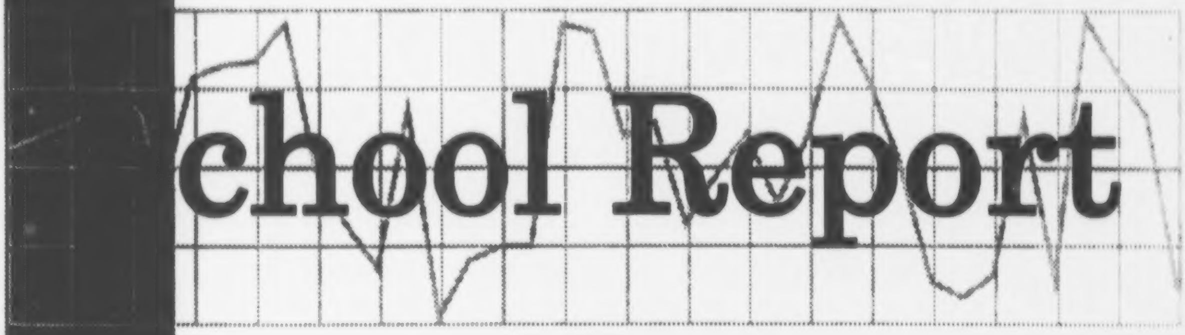
8/04/93 PETERSON ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	47	100					47
	System	5,184	95			294	5	5,478
01	School	40	80	5	10	5	10	50
	System	4,879	89	202	4	408	7	5,489
02	School	48	92	1	2	3	6	52
	System	4,527	91	257	5	185	4	4,969
03	School	59	94	1	2	3	5	63
	System	4,598	92	260	5	113	2	4,971
04	School	62	95	2	3	1	2	65
	System	4,608	94	227	5	82	2	4,917
05	School	59	100					59
	System	4,588	96	191	4	20		4,799
	School	315	94	9	3	12	4	336
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



School Report

1992-93

PITTS
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1663

PITTS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The school's 1992-93 enrollment of 473 represents a decline of 28.0 percent over its previous school year's enrollment. The decrease in enrollment exceeded APS elementary school's minus 6.8 percent by 21.2 percentage points. • One hundred thirty-nine or 29 percent of the active enrollees transferred from districts outside Atlanta's system (25 percent) or from other APS schools (4 percent). Even though the mobility rate is relatively high, 408 students or 86 percent were on active roll seven or more attendance periods. • The school's 90.4 attendance percentage for 1992-93 remained below the system percentage of 94.2 percent. The school's certified staff attendance of 95.7 also trailed system percentages of 97.4. • There were no out-of-school suspensions. The school's pupil-teacher ratio was slightly smaller than the system's distributions. • Only 41 percent of the students had been enrolled in preschool care longer than 6 months prior to entering kindergarten. The remaining 59 percent had acquired only 6 months or no preschool care. A majority of the first grade students (98 percent), on the other hand, entered APS with kindergarten experience.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• Remediation and instructional support projects were offered to the students. Some students enrolled in: Chapter I, Remedial Eduation Programs, and/or foreign language in elementary schools.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten pupils were assessed on five key indicators. Some tested capabilities were based upon teacher observations, while others were based upon structural assessments. The results of the two capabilities: *communicative* and *logical-mathematics* suggest that some students will require further developmental readiness before assuming first grade curriculum materials.
B. What was the ending performance of kindergarten students in writing?	• End of kindergarten stage of writing development placed over 50 percent of the students at or above Stages Six and Seven. None of the school's students, however, reached Stage Eight.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• The posttest results for students in grades 2-4 on fiction selections of the whole language survey were higher than pretest results. Fifth grade students' results, however, were different. Fewer percentages of students achieved scores in the higher categories -- "excellent" and "upper adequate" on the posttest compared to the achievement categories of pretest scores. • In addition to taking whole language selections in fiction, fourth and fifth graders were tested on nonfiction items. The fourth graders' posttest results show increases at both ends of the "excellent" and "needs improvement" continuum. That is, some students' scores improved while other students' scores declined. Fifth grade students' results show trends of improved posttest scores over pretest results.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• At the third grade level, the school's scores did not meet state goal in any content area two consecutive school years. Moreover, the scores do not indicate quality performance in any area for two years. (Note: Third grade scores met state goal in the content areas of Language Arts: Reading and Mathematics in 1992-93.)
B. Grade 5	• At the fifth grade level, the school's scores met state goal in the content area of Language Arts: Reading during the 1991-92 and 1992-93 school years. The school's scores, however, did not indicate quality performance in any content area over the two year period.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Regular program students' ITBS scores declined two times more than system scores in reading, but were comparable to system declines in mathematics. Changes in the performance of fourth graders in reading (a decline of 28 percent) was the largest decrease, while a decline of 20 percent occurred at the fifth grade level. In mathematics, there was a 26 percent decline at the second grade and a 21 percent decline at the fifth grade. (Note: The category regular students include students in attendance seven or more periods and those in attendance less than seven periods).

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)** (continued) Were there changes in reading/mathematics achievement with respect to the following:	
B. Students who attended the school for seven or more attendance periods?	• There was a one percent differential between the pupils' results on roll seven attendance periods and "regular students". The "regular students" achievement percentages were lower. The students' reading and mathematics percentages were within one percent in reading at the fourth grade, and in mathematics at the fifth grade levels. The long term enrolled second graders, however, outperformed the N.P. achievement level of "regular students".
C. The percentage of students scoring within each quadrant?	• In reading, the percentage of students scoring within each quadrant increased for the most part, at the lower quadrants and decreased at the top two quadrants. The opposite should have occurred. The mathematics quadrant trends show similar patterns in the reading distributions; 2 percentage point increase, however, is shown at the third quadrant.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• The school's Chapter I reading NCE gains were less than systemwide trends. The largest difference was registered at the fifth grade level where a decline of four percent occurred. The mathematics NCE gains for Pitts' Chapter I participants show greater negative flux than its reading results. Specifically, a minus 5 percent decline at the second grade and a minus 8 percent at the fifth grade level.
B. Remedial Education Program (REP)	• The REP participants' NCE achievement gains were, for the most part, comparable to systemwide gains. At the second grade level, the school's NCE gains exceeded systemwide results by a plus eight percent.
VI. Progression Status How did the school's progression status compare to that of the system?	• The school's promotional data was less than system's, however, the differences in test result and other measures of achievement suggest that the school's data reflect realistic retention trends.

EGL:sm - SR#58
Department of Research and Evaluation
October 25, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
PITTS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5).

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	705	657	473	-184	-28.0	-232	-32.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	408	86	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	65	14	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	119	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	20	4	3873	12
MOBILITY INDEX	.38		.38	
3. PUPIL-TEACHER RATIO	21.5		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	473	100	15734	50
CHAPTER I MATH	473	100	14903	47
REP READING	119	25	4384	14
REP MATH	69	15	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	55	12	1539	5

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	3	4	291	5
K-GARTEN - HEAD START	3	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	26	33	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	47	59	2391	45
FIRST GRADE - APS K-GARTEN	78	90	4862	90
FIRST GRADE - NON-APS K-GARTEN	7	8	481	9
FIRST GRADE - NO K-GARTEN	2	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		91.4		94.4
1991-92		90.8		94.1
1992-93		90.4		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.0		97.2
1991-92		97.6		97.4
1992-93		95.7		97.4

Pitts Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	89	93	92
II. Logical-Mathematical	86	93	93
III. Physical	90	97	96
IV. Personal	90	94	92
V. Social	91	94	93
Total Number Reported	80	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	89	93	92
B. Processes Auditory Information	85	92	92
C. Communicates Orally	91	91	92
D. Demonstrates Emergent Literacy	90	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	88	90	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	89	93	93
D. Extends Patterns	93	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
PITTS ELEMENTARY SCHOOL 43630

		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	2	2.6
STAGE 2:	SCRIBBLE WRITER	1	1.3
STAGE 3:	INVENTED WORD WRITER	5	6.4
STAGE 4:	COPIER	24	30.8
STAGE 5:	NEW WORD WRITER	6	7.7
STAGE 6:	PHRASE/SENTENCE WRITER	29	37.2
STAGE 7:	SIMPLE STORY WRITER	11	14.1
	TOTAL NUMBER	78	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 ***Advanced Story Writer***
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: PITTS ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	1	1	10	14	10	14	13	18	37	52	71
POSTTEST	LEVEL	2	6	8	10	14	19	27	19	27	17	24	71
DIFFERENCE	LEVEL	2	5	7	0	0	9	13	6	9	-20	-28	
PRETEST	LEVEL	3	4	9	11	26	13	30	4	9	11	26	43
POSTTEST	LEVEL	3	9	21	10	23	13	30	6	14	5	12	43
DIFFERENCE	LEVEL	3	5	12	-1	-3	0	0	2	5	-6	-14	
PRETEST	LEVEL	4	5	9	13	23	6	11	10	18	22	39	56
POSTTEST	LEVEL	4	11	20	14	25	12	21	7	13	12	21	56
DIFFERENCE	LEVEL	4	6	11	1	2	6	10	-3	-5	-10	-18	
PRETEST	LEVEL	5	3	5	6	10	13	22	10	17	26	45	58
POSTTEST	LEVEL	5	1	2	5	9	11	19	17	29	24	41	58
DIFFERENCE	LEVEL	5	-2	-3	-1	-1	-2	-3	7	12	-2	-4	
			13	6	40	18	42	18	37	16	96	42	228
			27	12	39	17	55	24	49	21	58	25	228
			14	6	-1	-1	13	6	12	5	-38	-17	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: PITTS ELEMENTARY SCHOOL

					ADEQUATE							
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	4	7	12	21	12	21	11	19	18	32	57
POSTTEST	LEVEL 4	8	14	10	18	5	9	13	23	21	37	57
DIFFERENCE	LEVEL 4	4	7	-2	-3	-7	-12	2	4	3	5	
PRETEST	LEVEL 5	0	0	4	6	6	10	11	18	41	66	62
POSTTEST	LEVEL 5	2	3	4	6	10	16	14	23	32	52	62
DIFFERENCE	LEVEL 5	2	3	0	0	4	6	3	5	-9	-14	
		4	3	16	13	18	15	22	18	59	50	119
		10	8	14	12	15	13	27	23	53	45	119
		6	5	-2	-1	-3	-2	5	5	-6	-5	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

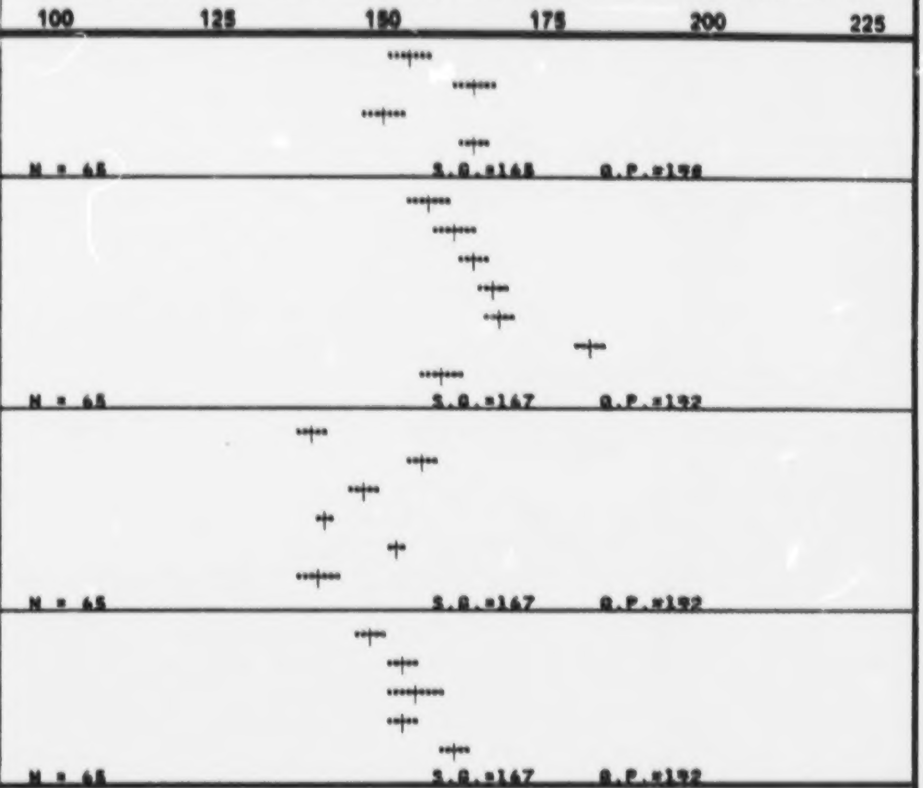
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: PITTS,C M ELEM
School Code: 3565

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	154 ±3
Literal Comp	164 ±3
Infer & Crit Comp	150 ±3
Reference & Study	164 ±2
MATHEMATICS	157 ±3
Numbers & Num Rel	161 ±3
Operations & Comp	164 ±2
Geometry	167 ±2
Measurement	168 ±2
Prob & Stat	182 ±2
PROBLEM SOLVING	159 ±3
SCIENCE	139 ±2
Life Science	156 ±2
Earth Science	147 ±2
Physical Science	141 ±1
Process Skills	152 ±1
Env/Sci/Tech/Soc	140 ±3
SOCIAL STUDIES	148 ±2
Communities	153 ±2
Citizenship	155 ±4
American Heritage	153 ±2
Skills	161 ±2

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

1093

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

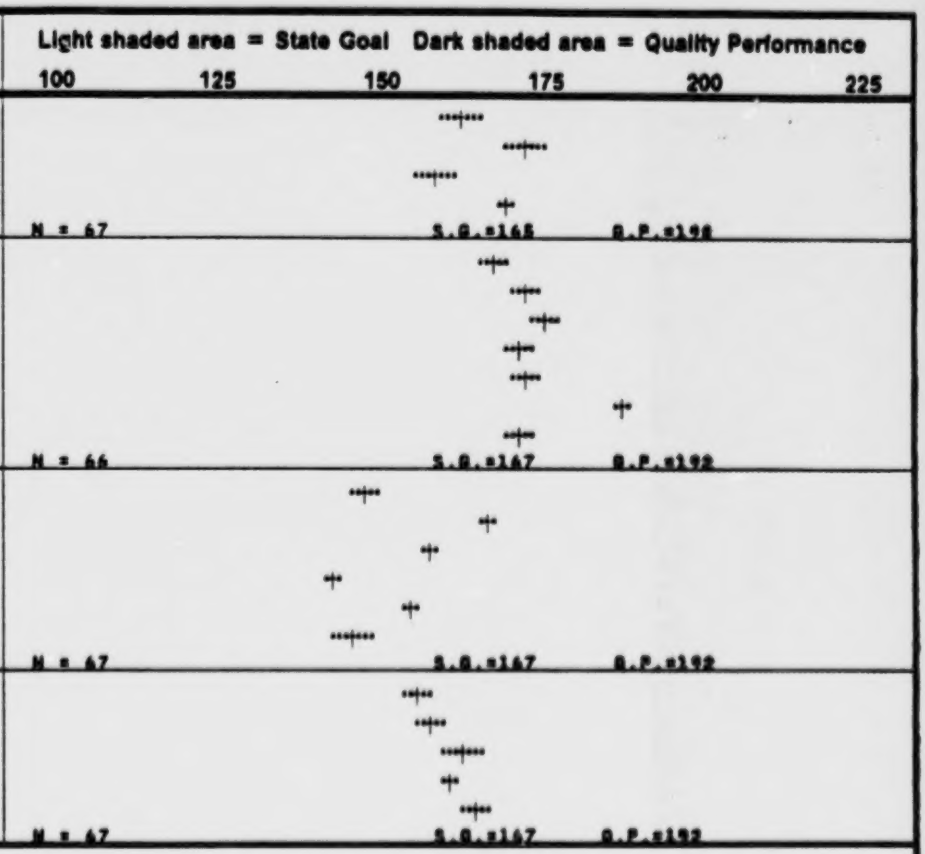
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: PITTS,C M ELEM
School Code: 3565

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	162 ±3
Literal Comp	172 ±3
Infer & Crit Comp	158 ±3
Reference & Study	169 ±1
MATHEMATICS	167 ±2
Numbers & Num Rel	172 ±2
Operations & Comp	175 ±2
Geometry	171 ±2
Measurement	172 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	171 ±2
SCIENCE *	147 ±2
Life Science	166 ±1
Earth Science	157 ±1
Physical Science	142 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	145 ±3
SOCIAL STUDIES	155 ±2
Communities	157 ±2
Citizenship	162 ±3
American Heritage	160 ±1
Skills	164 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

+ = the school score
*** = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PITTS,C M ELEM
School Code: 3565

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	159 ±4	
Literal Comp	177 ±5	
Infer & Crit Comp	156 ±4	
Reference & Study	169 ±2	
		N = 59 S.G.=162 Q.P.=187
MATHEMATICS	154 ±2	
Numbers & Num Rel	165 ±2	
Operations & Comp	155 ±2	
Geometry	162 ±1	
Measurement	158 ±3	
Prob & Stat	179 ±3	
PROBLEM SOLVING	160 ±3	
		N = 61 S.G.=167 Q.P.=192
SCIENCE	145 ±1	
Life Science	155 ±1	
Earth Science	155 ±1	
Physical Science	159 ±1	
Process Skills	148 ±2	
Env/Sci/Tech/Soc	145 ±1	
		N = 62 S.G.=168 Q.P.=193
SOCIAL STUDIES	148 ±1	
Geog Regions	151 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	159 ±1	
Skills	143 ±3	
		N = 62 S.G.=173 Q.P.=198
HEALTH	165 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	166 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	163 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 62 S.G.=170 Q.P.=196

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
··· = the standard error (S.E.)

1095

GEORGIA CURRICULUM BASED ASSESSMENT

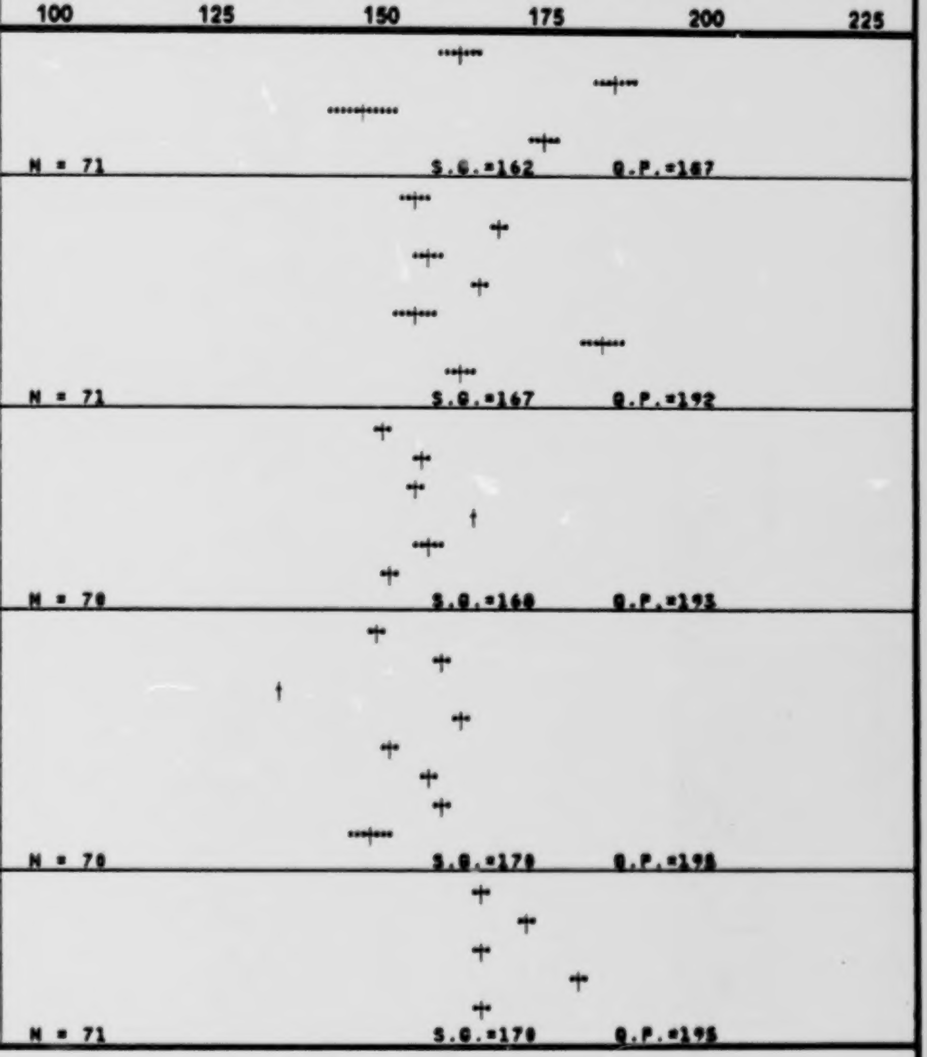
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: PITTS,C M ELEM
School Code: 3565

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	162 ±3	
Literal Comp	186 ±3	
Infer & Crit Comp	147 ±5	
Reference & Study	175 ±2	
		N = 71 S.G.=162 Q.P.=187
MATHEMATICS	155 ±2	
Numbers & Num Rel	168 ±1	
Operations & Comp	157 ±2	
Geometry	165 ±1	
Measurement	155 ±3	
Prob & Stat	184 ±3	
PROBLEM SOLVING	162 ±2	
		N = 71 S.G.=167 Q.P.=192
SCIENCE	150 ±1	
Life Science	156 ±1	
Earth Science	155 ±1	
Physical Science	164 ±0	
Process Skills	157 ±2	
Env/Sci/Tech/Soc	151 ±1	
		N = 70 S.G.=168 Q.P.=193
SOCIAL STUDIES	149 ±1	
Geog Regions	159 ±1	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	162 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	157 ±1	
U.S. 1932-present	159 ±1	
Skills	148 ±3	
		N = 70 S.G.=170 Q.P.=195
HEALTH	165 ±1	
Sfty/Prs/Mntl Hlth	172 ±1	
Nutrition	165 ±1	
Substance Abuse	180 ±1	
Growth, Dev & Fam	165 ±1	
		N = 71 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	84	83	46	35	38	
02	82	35	27	27	21	
03	71	34	25	16	18	
04	66	24	27	39	11	
05	73	8	13	30	10	
06		54	9	18		
07		13	15	5		
School Total	376	37	25	26	20	-6
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	84	85	63	59	50	
02	82	59	58	72	46	
03	71	36	33	21	37	
04	66	17	20	34	29	
05	73	33	10	36	15	
06		36	13	22		
07		20	29	11		
School Total	376	42	33	39	36	-3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 43630 PITTS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	67	26	39	67	36	54
02	68	15	22	68	34	50
03	64	13	20	64	24	38
04	58	6	10	58	15	26
05	61	6	10	61	10	16
SCHOOL TOTAL	318	66	21	318	119	37
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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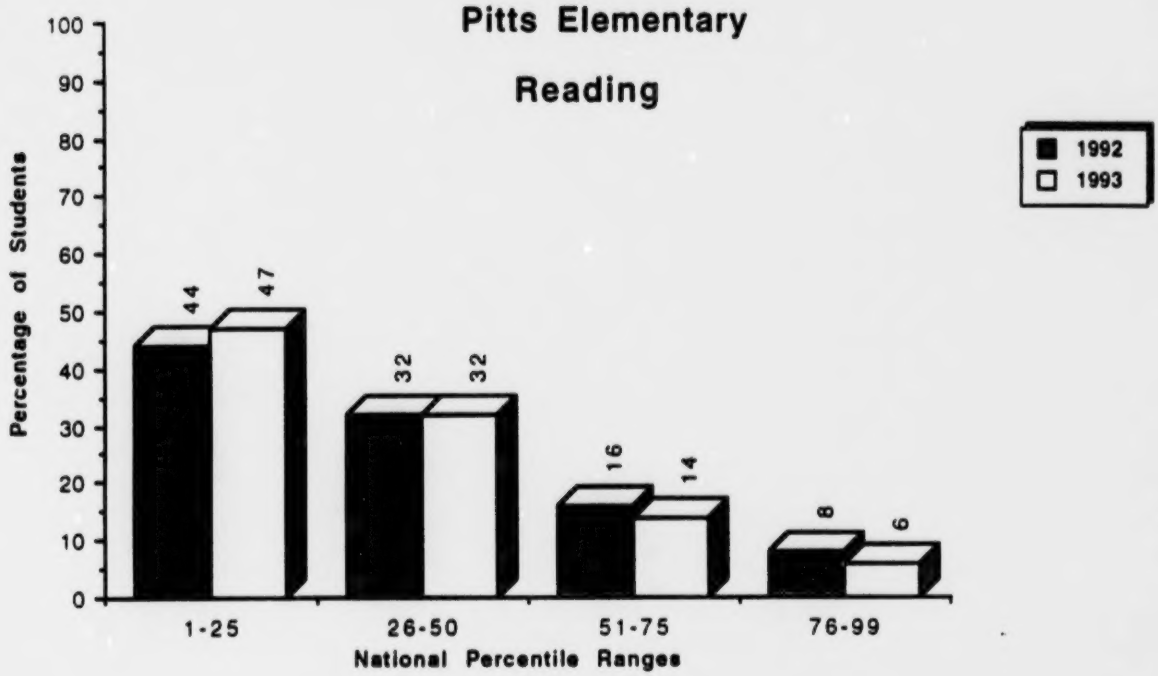
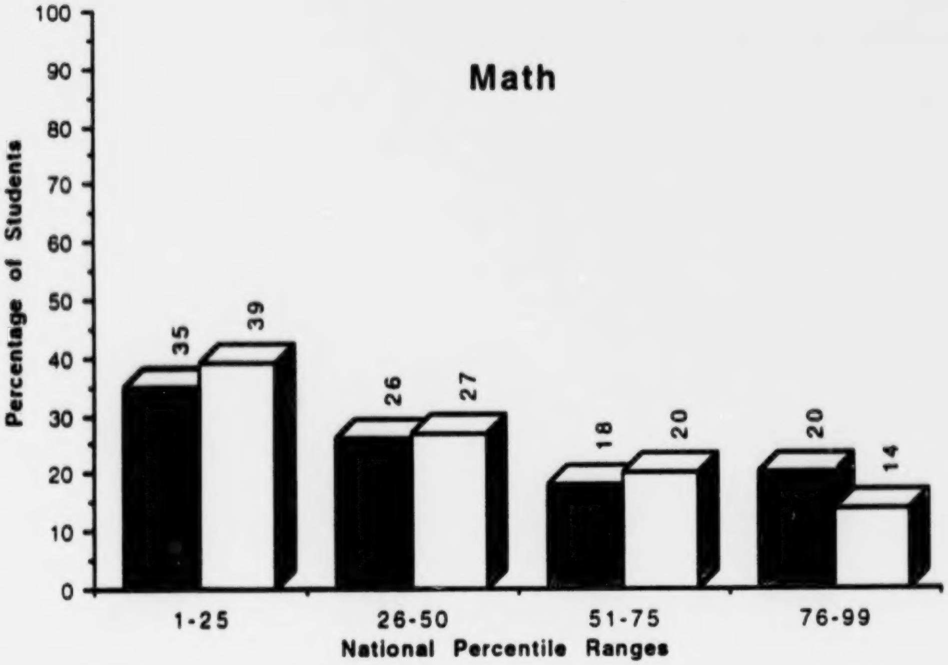
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluiation
A. Pruett/September 1993

1701

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	42	28	29	1	25	38	33	-5
03 SWP	47	30	31	1	20	30	38	8
04 SWP	47	27	32	5	41	28	30	2
05 SWP	39	34	30	-4	44	37	29	-8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	25	21	29	8	11	31	28	-3
03	28	27	30	3	9	22	29	7
04	33	27	31	4	23	28	31	3
05	21	33	31	-2	16	31	27	-4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

8/04/93 PITTS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	71	91			7	9	78
	System	5,184	95			294	5	5,478
01	School	78	88	3	3	8	9	89
	System	4,879	89	202	4	408	7	5,489
02	School	68	83	10	12	4	5	82
	System	4,527	91	257	5	185	4	4,969
03	School	62	81	11	14	4	5	77
	System	4,598	92	260	5	113	2	4,971
04	School	68	97	2	3			70
	System	4,608	94	227	5	82	2	4,917
05	School	68	88	8	10	1	1	77
	System	4,588	96	191	4	20		4,799
	School	415	88	34	7	24	5	473
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

RUSK
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1708

RUSK ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• The enrollment for Rusk for the three-year period as a K - 5 school stabilized at 418 students. Eighty-eight percent of the students were stable at the school for seven or more of the nine attendance periods, and the student mobility index of .27 was lower than the systemwide average of .38. • The average class size was 21 students, student attendance was 92 percent and staff attendance of 97 percent was the same as the average for teachers systemwide. • The vast majority of the kindergarten students (81 percent) entered school with developmental skills from formal preschool programs, and all of the first grade students previously attended kindergarten. • Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, computer-assisted instruction, and other local projects and services.

Critical Questions	Findings
II. Performance-Based Assessment	
	• The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 68 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (100 percent), Logical/Mathematical (100 percent), Physical (100 percent), Personal (100 percent), and Social (100 percent). The kindergarten students also received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 70 students showed the following number of students in each stage of writing development: Pictographic Writer (7), Scribble Writer (1), Invented Word Writer (8), Copier (22), New Word Writer (6), Phrase/Sentence Writer (17), Simple Story Writer (4), Intermediate Story Writer (5), and Advanced Story Writer (0). Slightly more than one half of the students (54 percent) were in the four beginning stages of writing development at the end of the year. Five students were intermediate writers.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • The number and percentage of students matched on both pretest and posttest scores for the Whole Language Periodic Reading Survey Tests were too low to allow for a meaningful interpretation.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 scores did not meet the State Goal performance level for any of the four content areas or strands; but in 1993, achievement improved to the State Goal level for Language Arts/Reading, Mathematics and Social Studies. Additionally, the scores for Life Science and Earth Science strands were at State Goal.
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading and Health. Two of the five Mathematics strands and Problem Solving were at State Goal, and one Language Arts strand (Literal Comprehension) was at Quality Performance for both years.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)**	
Were there changes in reading/mathematics achievement with respect to the following:	• Rusk's students have been at the national norm achievement level for both reading and mathematics since 1987.
A. Regular-program students?	• Total school performance on the ITBS for 1993 showed a decrease from 89 to 78 percent for reading and 83 to 56 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 73 percent for Reading; 60 percent for Mathematics Grade 2 - 71 percent for Reading; 89 percent for Mathematics Grade 3 - 59 percent for Reading; 46 percent for Mathematics Grade 4 - 55 percent for Reading; 31 percent for Mathematics Grade 5 - 78 percent for Reading; 59 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Eighty-eight percent of Rusk's students were stable in enrollment at the school for seven or more of nine attendance periods (140 or more of 180 days). This stable group of students earned higher achievement scores, when compared with the total group.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading and mathematics achievement, as 12 to 17 percent fewer students earned scores in the highest percentile range (76-99).

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• Rusk implemented the traditional Chapter I Program in which achievement gains were made by second, third and fourth grade students in reading, and second and fifth graders in mathematics.
(or)	
A. Chapter 1 - Traditional Program	• Systemwide, students in traditional Chapter I Programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE points for mathematics. The exception was for third grade which lost one NCE point.
B. Remedial Education Program (REP)	• For REP, achievement gains were recorded for second, third and fifth grade students in reading, and for second, third and fourth grade mathematics. • Systemwide, REP students averaged 2 to 7 NCE gains in reading and mathematics. The exceptions were second grade which maintained the NCE score for reading and the lost of 3 NCE points for third grade mathematics.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • All of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and 99 percent were promoted. One student was retained. • The Progression Status Report for 1992 - 93 showed that 94 percent of the K - 5 students were promoted, 3 percent administratively placed, and 3 percent were retained. Last year in 1991 - 92, 99 percent of the students were promoted, three students were administratively placed, and two students were retained. • The systemwide progression status for 1993 showed that 93 percent of the 28,384 elementary students were promoted, 4 percent were administratively placed, and 4 percent were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
RUSK ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	454	420	418	-2	-.5	-36	-7.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL ELEMENTARY NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	367	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	51	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	261	62	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	229	55	3873	12
MOBILITY INDEX	.27		.38	
3. PUPIL-TEACHER RATIO	20.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	82	20	15734	50
CHAPTER I MATH	58	14	14903	47
REP READING	48	11	4384	14
REP MATH	34	8	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	17	37	291	5
K-GARTEN - HEAD START	17	37	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	3	7	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	9	20	2391	45
FIRST GRADE - APS K-GARTEN	61	95	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	5	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	92.6	94.4
1991-92	91.9	94.1
1992-93	91.8	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.7	97.2
1991-92	98.0	97.4
1992-93	97.5	97.4

Rusk Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	100	93	92
II. Logical-Mathematical	100	93	93
III. Physical	100	97	96
IV. Personal	100	94	92
V. Social	100	94	93
Total Number Reported	68	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	99	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	99	91	92
D. Demonstrates Emergent Literacy	100	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	99	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	99	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*

END OF KINDERGARTEN - 1993

RUSK ELEMENTARY SCHOOL 41686

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	7	10.0
STAGE 2: SCRIBBLE WRITER	1	1.4
STAGE 3: INVENTED WORD WRITER	8	11.4
STAGE 4: COPIER	22	31.4
STAGE 5: NEW WORD WRITER	6	8.6
STAGE 6: PHRASE/SENTENCE WRITER	17	24.3
STAGE 7: SIMPLE STORY WRITER	4	5.7
STAGE 8: INTERMEDIATE STORY WRITER	5	7.1
TOTAL NUMBER	70	99.9

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*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

10/11/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: RUSK ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	5	15	16	48	8	24	1	3	3	9	33
POSTTEST	LEVEL	2	20	61	6	18	4	12	1	3	2	6	33
DIFFERENCE	LEVEL	2	15	46	-10	-30	-4	-12	0	0	-1	-3	
PRETEST	LEVEL	3	13	36	3	8	3	8	8	22	9	25	36
POSTTEST	LEVEL	3	8	22	12	33	9	25	2	6	5	14	36
DIFFERENCE	LEVEL	3	-5	-14	9	25	6	17	-6	-16	-4	-11	
PRETEST	LEVEL	4	8	20	13	32	6	15	5	12	9	22	41
POSTTEST	LEVEL	4	5	12	13	32	10	24	3	7	10	24	41
DIFFERENCE	LEVEL	4	-3	-8	0	0	4	9	-2	-5	1	2	
PRETEST	LEVEL	5	0	0	0	0	1	3	1	3	37	95	39
POSTTEST	LEVEL	5	0	0	0	0	1	3	1	3	37	95	39
DIFFERENCE	LEVEL	5	0	0	0	0	0	0	0	0	0	0	
			26	17	32	21	18	12	15	10	58	39	149
			33	22	31	21	24	16	7	5	54	36	149
			7	5	-1	0	6	4	-8	-5	-4	-3	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: RUSK ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	8	17	14	30	5	11	7	15	13	28	47
POSTTEST	LEVEL	4	6	13	8	17	10	21	8	17	15	32	47
DIFFERENCE	LEVEL	4	-2	-4	-6	-13	5	10	1	2	2	4	
PRETEST	LEVEL	5	0	0	1	3	1	3	1	3	36	92	39
POSTTEST	LEVEL	5	0	0	0	0	0	0	2	5	37	95	39
DIFFERENCE	LEVEL	5	0	0	-1	-3	-1	-3	1	2	1	3	
			8	9	15	17	6	7	8	9	49	57	86
			6	7	8	9	10	12	10	12	52	60	86
			-2	-2	-7	-8	4	5	2	3	3	3	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

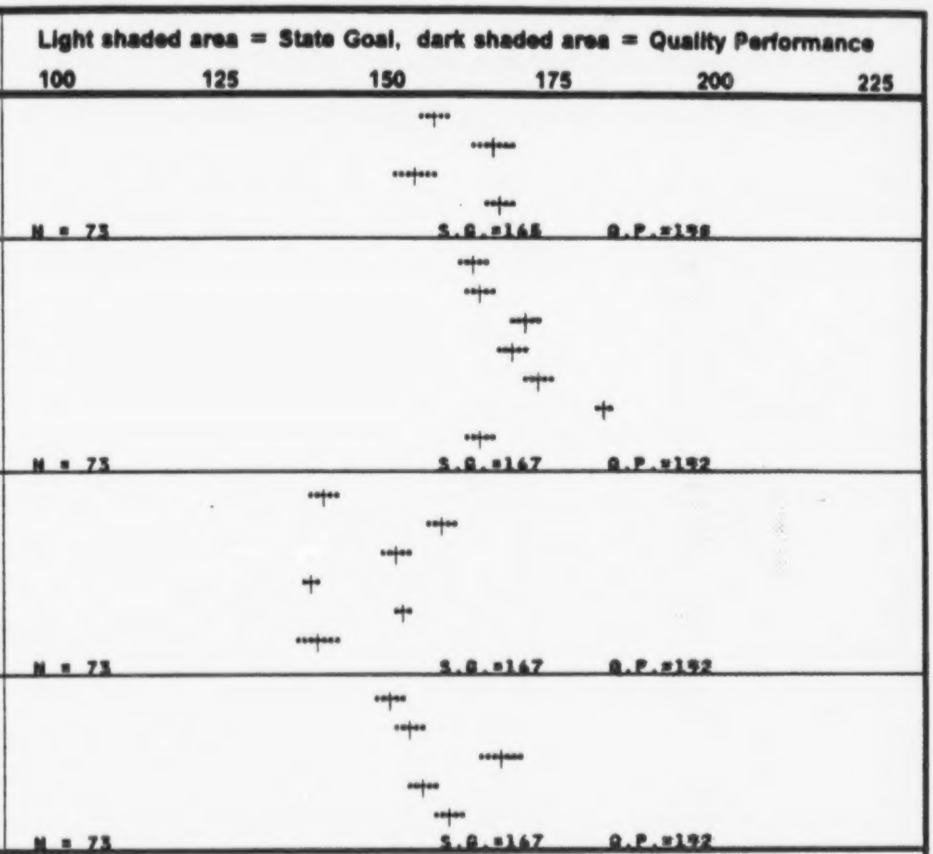
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: RUSK ELEM
School Code: 3066

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	157 ±2
Literal Comp	166 ±3
Infer & Crit Comp	154 ±3
Reference & Study	167 ±2
MATHEMATICS	163 ±2
Numbers & Num Rel	164 ±2
Operations & Comp	171 ±2
Geometry	169 ±2
Measurement	173 ±2
Prob & Stat	183 ±1
PROBLEM SOLVING	164 ±2
SCIENCE	140 ±2
Life Science	158 ±2
Earth Science	151 ±2
Physical Science	138 ±1
Process Skills	152 ±1
Env/Sci/Tech/Soc	139 ±3
SOCIAL STUDIES	150 ±2
Communities	153 ±2
Citizenship	167 ±3
American Heritage	155 ±2
Skills	159 ±2



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

1740

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

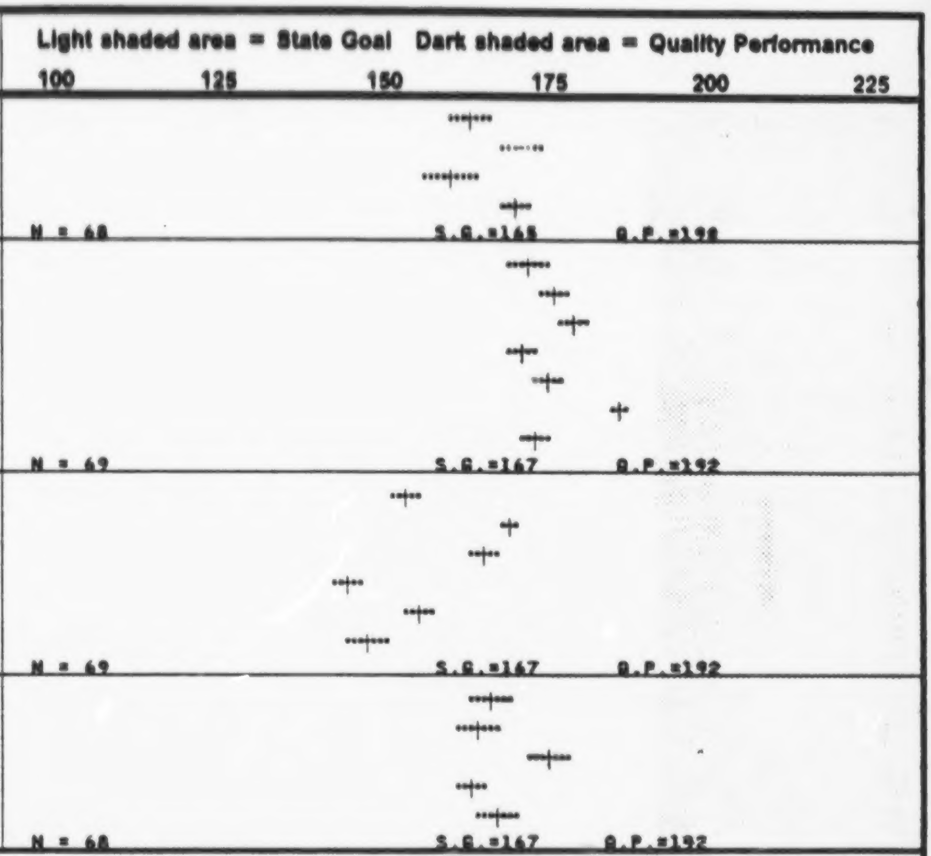
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: RUSK ELEM
School Code: 3066

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±3
Literal Comp	171 ±3
Infer & Crit Comp	160 ±4
Reference & Study	170 ±2
MATHEMATICS	172 ±3
Numbers & Num Rel	176 ±2
Operations & Comp	179 ±2
Geometry	171 ±2
Measurement	175 ±2
Prob & Stat	186 ±1
PROBLEM SOLVING	173 ±2
SCIENCE *	153 ±2
Life Science	169 ±1
Earth Science	165 ±2
Physical Science	144 ±2
Process Skills	155 ±2
Env/Sci/Tech/Soc	147 ±3
SOCIAL STUDIES	166 ±3
Communities	164 ±3
Citizenship	175 ±3
American Heritage	163 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

1741

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

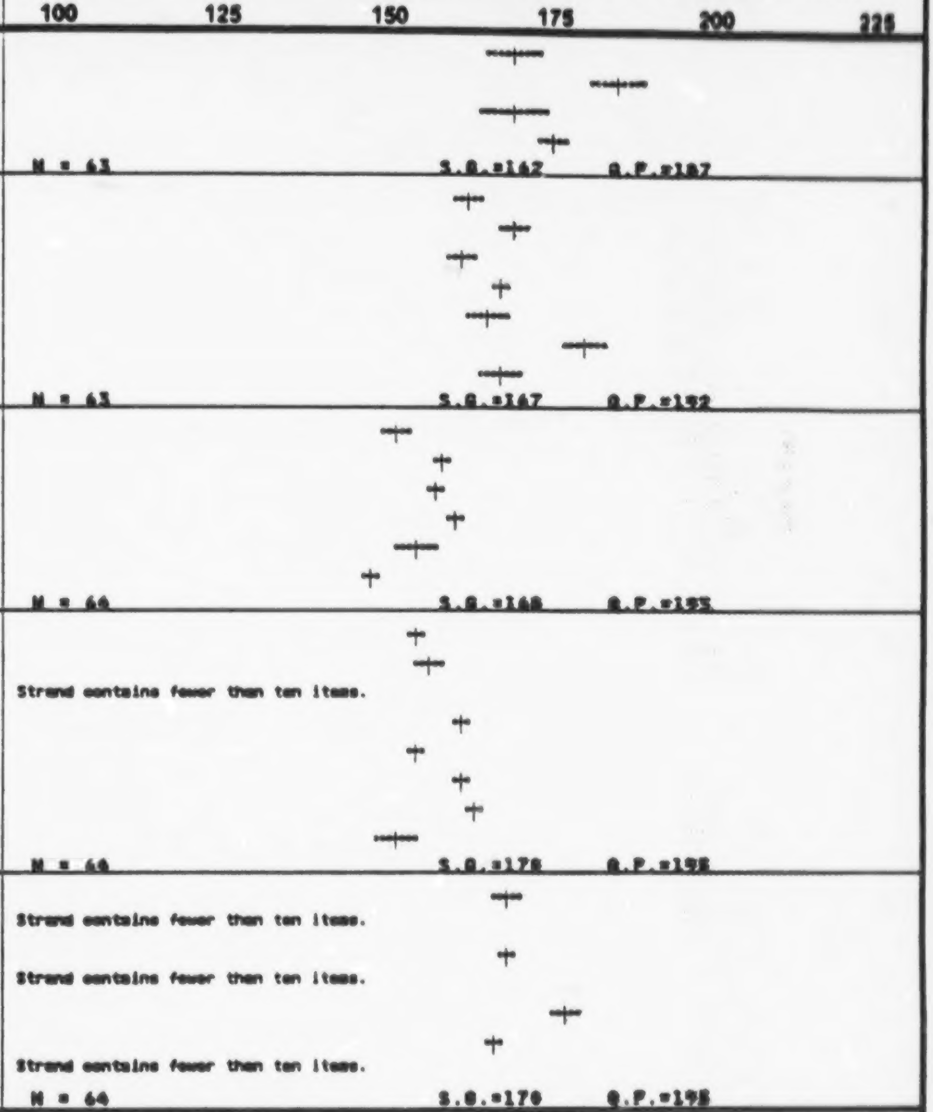
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: RUSK ELEM
School Code: 3066

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	169 ±4	
Literal Comp	185 ±4	
Infer & Crit Comp	169 ±5	
Reference & Study	175 ±2	
		N = 63 S.G.=162 Q.P.=187
MATHEMATICS	162 ±2	
Numbers & Num Rel	169 ±2	
Operations & Comp	161 ±2	
Geometry	167 ±1	
Measurement	165 ±3	
Prob & Stat	180 ±3	
PROBLEM SOLVING	167 ±3	
		N = 63 S.G.=167 Q.P.=192
SCIENCE	151 ±2	
Life Science	158 ±1	
Earth Science	157 ±1	
Physical Science	160 ±1	
Process Skills	154 ±3	
Env/Sci/Tech/Soc	147 ±1	
		N = 64 S.G.=168 Q.P.=193
SOCIAL STUDIES	154 ±1	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	163 ±1	
Skills	151 ±3	
		N = 64 S.G.=170 Q.P.=195
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 64 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1742

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

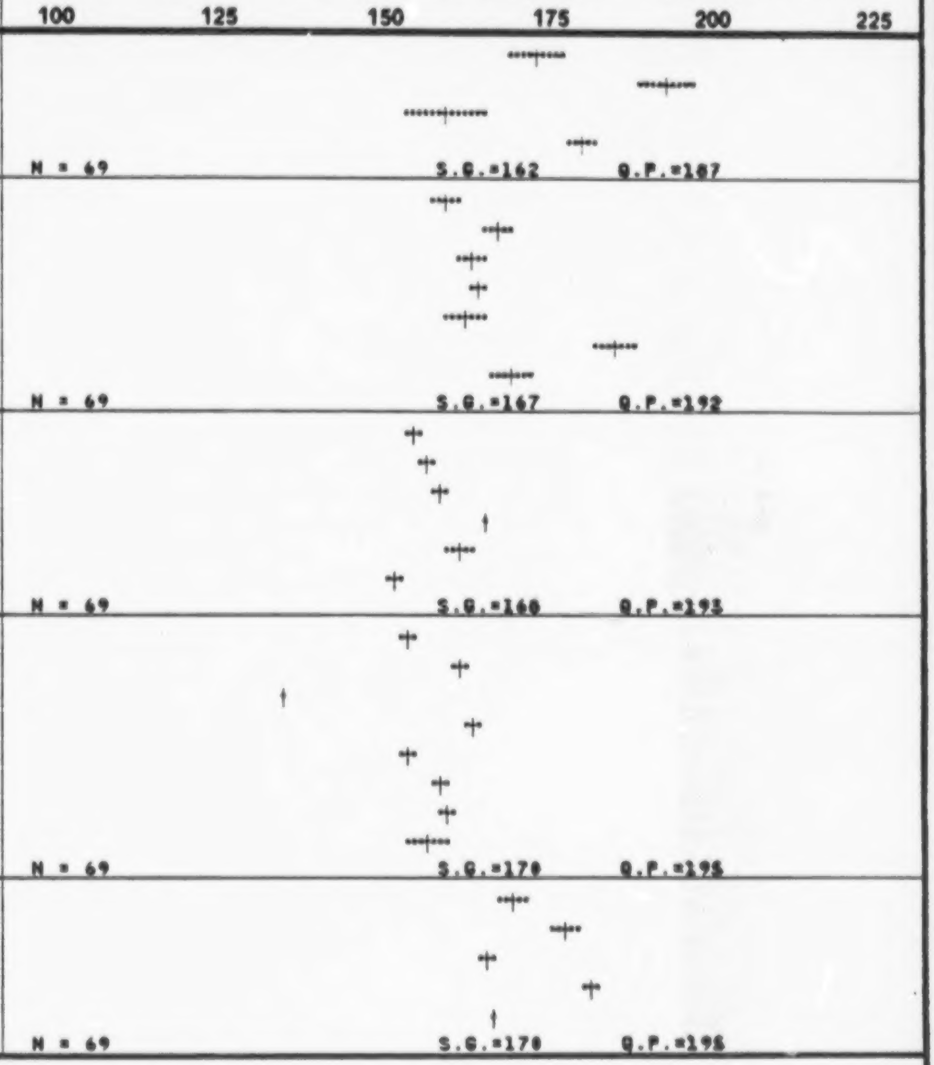
School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: RUSK ELEM
School Code: 3066

GRADE 5

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	173 ±4	
Literal Comp	193 ±4	
Infer & Crit Comp	159 ±6	
Reference & Study	180 ±2	
		N = 69 S.G.=162 Q.P.=187
MATHEMATICS	159 ±2	
Numbers & Num Rel	167 ±2	
Operations & Comp	163 ±2	
Geometry	164 ±1	
Measurement	162 ±3	
Prob & Stat	185 ±3	
PROBLEM SOLVING	169 ±3	
		N = 69 S.G.=167 Q.P.=192
SCIENCE	154 ±1	
Life Science	156 ±1	
Earth Science	158 ±1	
Physical Science	165 ±0	
Process Skills	161 ±2	
Env/Sci/Tech/Soc	151 ±1	
		N = 69 S.G.=168 Q.P.=193
SOCIAL STUDIES	153 ±1	
Geog Regions	161 ±1	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	159 ±1	
Skills	156 ±3	
		N = 69 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Sfty/Prs/Mntl Hlth	177 ±2	
Nutrition	165 ±1	
Substance Abuse	181 ±1	
Growth, Dev & Fam	166 ±0	
		N = 69 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1743

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

ccs

10/06/93 RUSK ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	64	64	80	79	73	
02	62	45	70	73	71	
03	68	64	83	92	59	
04	73	71	81	74	55	
05	69	71	84	89	78	
06		59				
07		94				
School Total	336	65	79	81	67	-14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	62	81	70	80	60	
02	62	74	82	89	89	
03	67	56	64	79	46	
04	72	65	62	71	31	
05	69	81	70	94	59	
06		87				
07		92				
School Total	332	75	70	83	56	-27
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

SCHOOL: 41686 RUSK ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	59	42	71	57	33	58
02	56	39	70	56	51	91
03	59	37	63	58	29	50
04	64	36	56	63	20	32
05	65	52	80	65	39	60
SCHOOL TOTAL	303	206	68	299	172	58
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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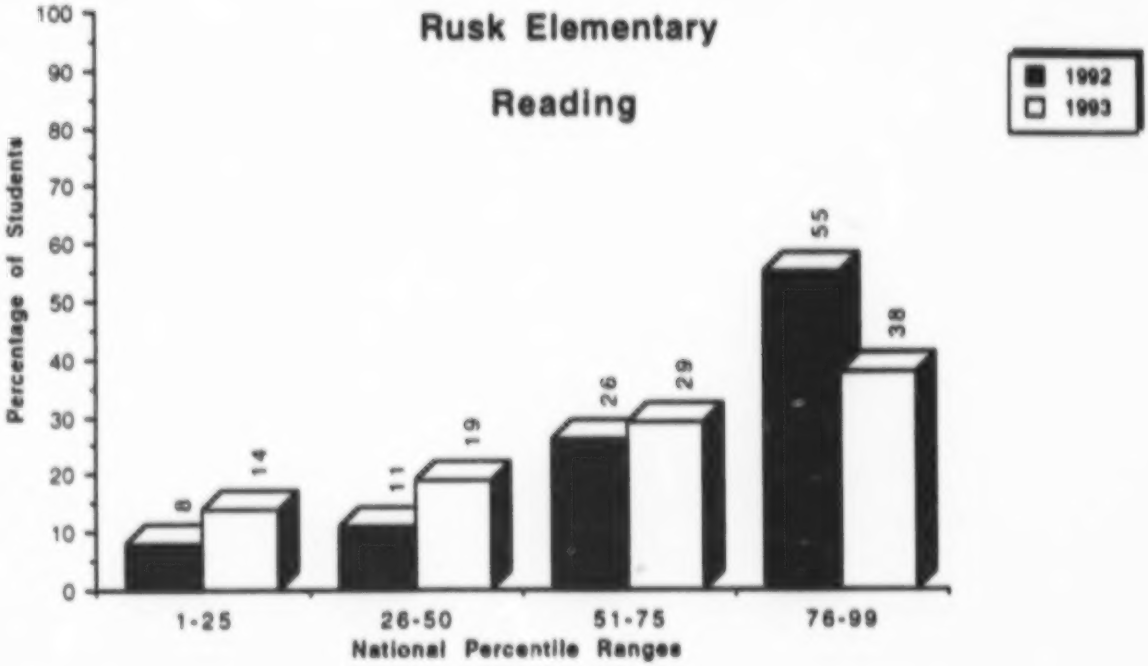
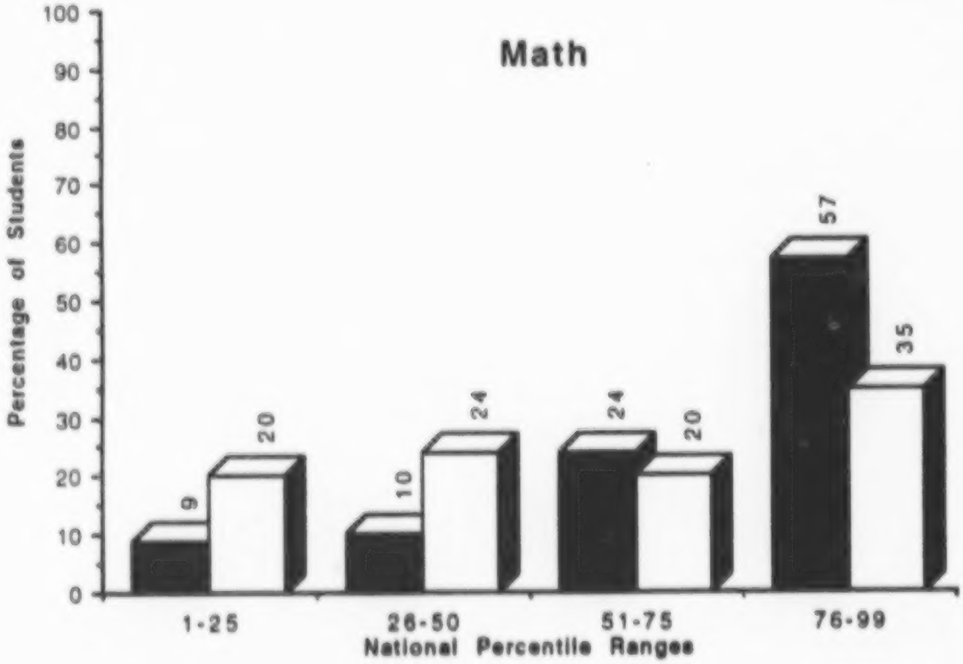
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Rusk Elementary

Reading



Math

Department of Research and Evaluation
A. Pruett/September 1993

10/06/93 RUSK ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	7	35	57	22	7	41	64	23
03 Non SWP	10	29	47	18	10	43	39	-4
04 Non SWP	7	49	34	-15	9	32	23	-9
05 Non SWP	8	34	51	17	8	26	27	1

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	6	48	57	9	5	40	64	24
03	8	28	43	15	7	40	32	-8
04	3	54	48	-6	3	16	22	6
05	4	37	55	18	2	31	37	6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

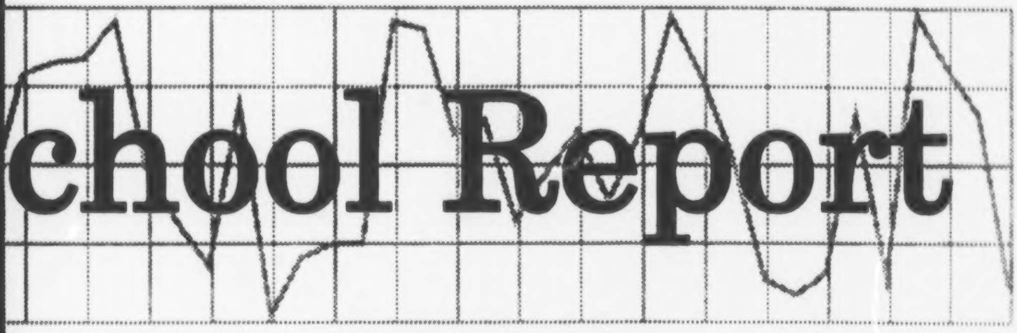
8/04/93 RUSK ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	69	99			1	1	70
	System	5,184	95			294	5	5,478
01	School	60	86	2	3	8	11	70
	System	4,879	89	202	4	408	7	5,489
02	School	54	90	6	10			60
	System	4,527	91	257	5	185	4	4,969
03	School	70	97	2	3			72
	System	4,598	92	260	5	113	2	4,971
04	School	72	95			4	5	76
	System	4,608	94	227	5	82	2	4,917
05	School	69	99	1	1			70
	System	4,588	96	191	4	20		4,799
	School	394	94	11	3	13	3	418
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

SCOTT
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1755

SCOTT ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The 1992-93 enrollment of 329 students represents a decrease of 21.7 percentage points over the previous school year. The enrollment decline was almost four times larger than the system's 6.8 percent over the same period of time. • About one-third of the 1992-93 pupils were new to the school. Eighty-three students (25 percent) transferred from other APS schools and twenty students (6 percent) transferred from external school districts. • Eighty-eight percent of the students were on active roll during the school year. This finding is comparable to system (87 percent) data. The school's average attendance percentages increased over the previous school year. Nonetheless, its attendance continued to trail systemwide pupils' averages. Certified staff's attendance average continued to be comparable to the system's average. • Over half of the pupils, (52 percent) entered kindergarten with less than 6 months to no prior preschool care. Only one of the school's 60 kindergarten students had been enrolled in an APS preschool program, while 12 had been enrolled in head start and 16 in private community facilities. • Programs for instructional support included Chapter I Reading and Mathematics; Remedial Education Programs -- Reading, Mathematics and Writing; and an after-school program.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Results were submitted for 60 kindergarten students who were rated on the GKAP observational and structurally assessed tasks. The students' overall rating, for the most part, exceeded system and state ratings. The indicator -- *communicative*, was the only indicator on which 93 percent of the school's students were rated "yes". The specific key indicator most students had difficulty with was D -- *Demonstrates Emergent Literacy.*
B. What was the ending performance of kindergarten students in writing?	• Ending stages of writing revealed that two-thirds of the students reached Stage 5: "New Word Writer" through Stage 8: "Intermediate Story Writer".
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Pretest and posttest periodic reading tests were administered to students enrolled in the 2nd through 5th grades. The results for fiction indicate mixed performance. Third grade students' posttest scores show expected posttest increases over pretest findings. At the fourth grade, however, larger percentages of students achieved "needs improvement" status on the posttest. In general, fourth graders' posttest scores slipped below pretest results. • Fourth and fifth graders were also administered tests for non fiction passages. As was the case on fiction selections, a larger percentage of fourth grade students -- 15 percent more scored in the "Needs Improvement" category on the posttest than on the pretest. Fifth graders' posttest results indicated large improvement over the pretest distributions.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) **Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The school's third graders' scores met or exceeded state goal for two consecutive school years in the mathematics content area. Third graders' scores, however, did not indicate quality performance in any content areas over the same period. The strands Literal Comprehension, Reference Studies and Citizenship exceeded state goal for the two years.
B. Grade 5	• At the fifth grade level, the school's CBA scores met or exceeded state goal in the content areas: Language Arts: Reading and Health. The scores did not, however, indicate quality performance in any content area over the two school year periods. The strands Numbers and Number Relations and Probability and Statistics also met state goal for the two years.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Except for 51 percent declines in reading and mathematics at the third and fifth grade levels, Scott's regular students' ITBS scores improved or remained stable. The changes resulted in a minus 11 percentage points fewer students achieving national norm status in reading and a minus 14 percent fewer students in mathematics in 1993 compared to 1992. (Note: Regular students include students who attended school more than and those who attended school less than seven attendance periods).

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) (continued) Were there changes in reading/mathematics achievement with respect to the following:	
B. Students who attended the school for seven or more attendance periods?	• Only one percent more of the school's pupils who attended the school for seven or more attendance periods achieved national norm level than "regular students". Additionally, eighty-eight percent (38 of 43) of the third graders were on roll more than seven attendance periods.
C. The percentage of students scoring within each quadrant?	• The reading and mathematics graphic distributions show declines at the higher quadrant and increases at the lower levels. Reverse scoring trends should exist.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Scott conducted a traditional Chapter I program. The mean NCE gains of the school were nine times larger (in reading at the second grade level) and over two times higher (in reading at the fourth grade level) than system results. The mathematics scores of the school's REP participants were not as large as the differences in reading.
B. Remedial Education Program (REP)	• REP gains for Scott participants were also larger than system's participants' gains. Specifically, in reading second graders' plus gains were 14 times greater than the system's gains. Additionally, Scott's fourth graders' NCE gains were almost three times greater. The mathematics gains of the school's REP students declined by large percentages -- a minus 14 NCE's at the fourth grade and a minus 11 NCE at the the fifth grade level.

Critical Questions	**Findings**
VI. **Progression Status** How did the school's progression status compare to that of the system?	- The school retained two percent fewer of its students than systemwide schools. Administrative placement and promotional data were also comparable to systemwide trends.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
SCOTT ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	424	420	329	-91	-21.7	-95	-22.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	289	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	40	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	83	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	20	6	3873	12
MOBILITY INDEX	.32		.38	
3. PUPIL-TEACHER RATIO	21.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	75	23	15734	50
CHAPTER I MATH	57	17	14903	47
REP READING	35	11	4384	14
REP MATH	37	11	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	12	4	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	1	2	291	5
K-GARTEN - HEAD START	12	20	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	16	27	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	52	2391	45
FIRST GRADE - APS K-GARTEN	50	89	4862	90
FIRST GRADE - NON-APS K-GARTEN	5	9	481	9
FIRST GRADE - NO K-GARTEN	1	2	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	92.8	94.4
1991-92	90.7	94.1
1992-93	91.2	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.2	97.2
1991-92	97.2	97.4
1992-93	97.3	97.4

Scott Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	93	93	92
II. Logical-Mathematical	98	93	93
III. Physical	98	97	96
IV. Personal	98	94	92
V. Social	97	94	93
Total Number Reported	60	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	98	92	92
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	85	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	97	90	91
B. Makes Comparisons	97	91	91
C. Knows Numbers 1 to 10	97	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
SCOTT ELEMENTARY SCHOOL 43693

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	3	4.9
STAGE 4: COPIER	15	24.6
STAGE 5: NEW WORD WRITER	13	21.3
STAGE 6: PHRASE/SENTENCE WRITER	15	24.6
STAGE 7: SIMPLE STORY WRITER	11	18.0
STAGE 8: INTERMEDIATE STORY WRITER	4	6.6
TOTAL NUMBER	61	100.0

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*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***PhraselSentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: SCOTT ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	18	36	10	20	8	16	6	12	8	16	50
POSTTEST LEVEL 2	16	32	15	30	10	20	4	8	5	10	50
DIFFERENCE LEVEL 2	-2	-4	5	10	2	4	-2	-4	-3	-6	
PRETEST LEVEL 3	0	0	6	15	14	34	10	24	11	27	41
POSTTEST LEVEL 3	8	20	10	24	14	34	3	7	6	15	41
DIFFERENCE LEVEL 3	8	20	4	9	0	0	-7	-17	-5	-12	
PRETEST LEVEL 4	1	3	8	22	4	11	10	27	14	38	37
POSTTEST LEVEL 4	2	5	4	11	3	8	5	14	23	62	37
DIFFERENCE LEVEL 4	1	2	-4	-11	-1	-3	-5	-13	9	24	
PRETEST LEVEL 5	3	8	12	32	15	39	3	8	5	13	38
POSTTEST LEVEL 5	2	5	8	21	16	42	6	16	6	16	38
DIFFERENCE LEVEL 5	-1	-3	-4	-11	1	3	3	8	1	3	
	22	13	36	22	41	25	29	17	38	23	166
	28	17	37	22	43	26	18	11	40	24	166
	6	4	1	0	2	1	-11	-6	2	1	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: SCOTT ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	2	6	4	12	6	18	6	18	15	45	33
POSTTEST LEVEL 4	0	0	5	15	4	12	5	15	19	58	33
DIFFERENCE LEVEL 4	-2	-6	1	3	-2	-6	-1	-3	4	13	
PRETEST LEVEL 5	0	0	8	22	11	31	3	8	14	39	36
POSTTEST LEVEL 5	4	11	11	31	7	19	3	8	11	31	36
DIFFERENCE LEVEL 5	4	11	3	9	-4	-12	0	0	-3	-8	
	2	3	12	17	17	25	9	13	29	42	69
	4	6	16	23	11	16	8	12	30	43	69
	2	3	4	6	-6	-9	-1	-1	1	1	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

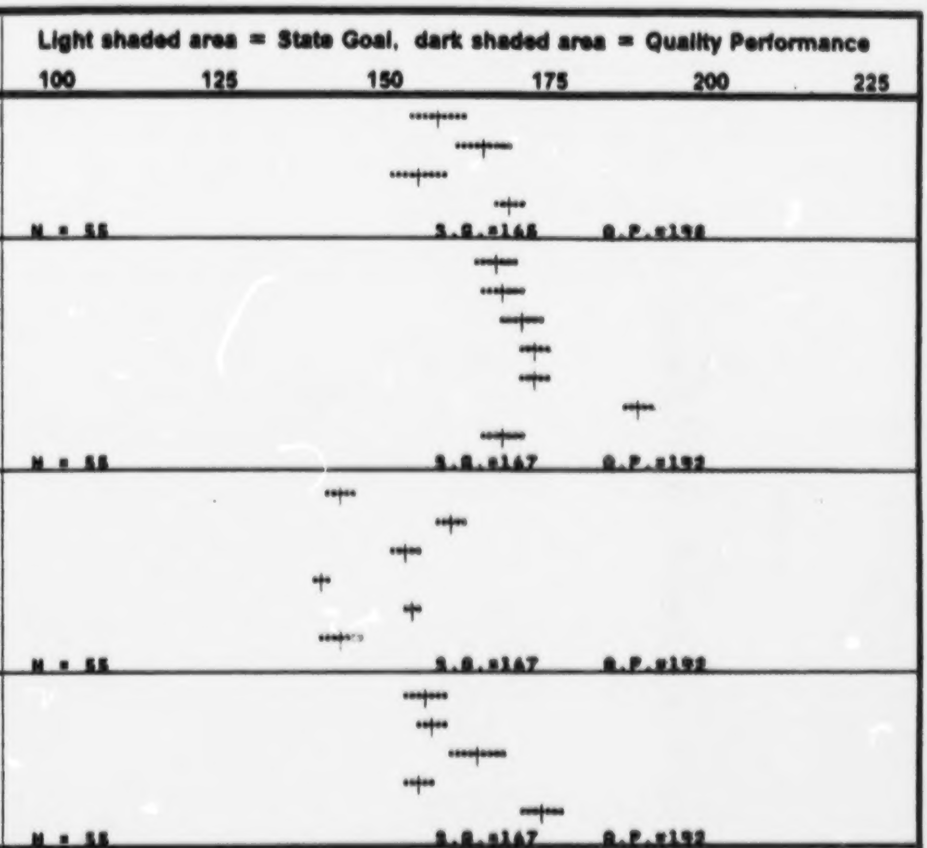
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: SCOTT ELEM
School Code: 3566

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	158 ±4
Literal Comp	165 ±4
Infer & Crit Comp	155 ±4
Reference & Study	169 ±2
MATHEMATICS	167 ±3
Numbers & Num Rel	168 ±3
Operations & Comp	171 ±3
Geometry	173 ±2
Measurement	173 ±2
Prob & Stat	189 ±2
PROBLEM SOLVING	168 ±3
SCIENCE	143 ±2
Life Science	160 ±2
Earth Science	153 ±2
Physical Science	140 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	143 ±3
SOCIAL STUDIES	156 ±3
Communities	157 ±2
Citizenship	164 ±4
American Heritage	155 ±2
Skills	174 ±3


Light shaded area = State Goal, dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1735

┼ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

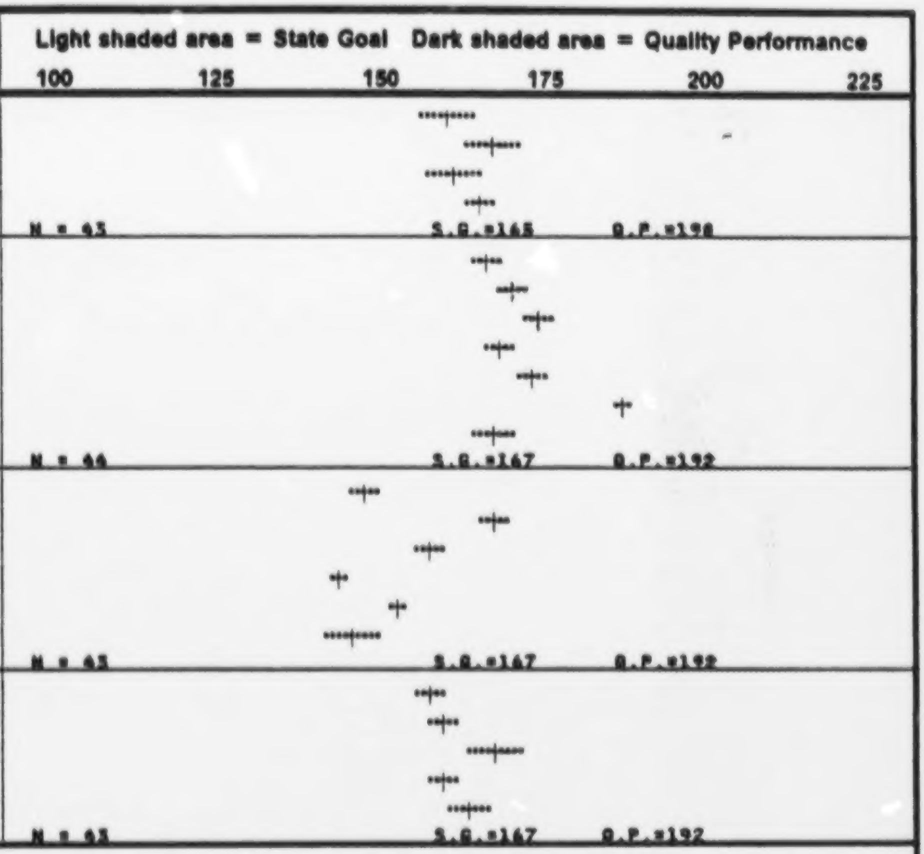
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: SCOTT ELEM
School Code: 3566

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	160 ±4
Literal Comp	167 ±4
Infer & Crit Comp	161 ±4
Reference & Study	165 ±2
MATHEMATICS	166 ±2
Numbers & Num Rel	170 ±2
Operations & Comp	174 ±2
Geometry	168 ±2
Measurement	173 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	167 ±3
SCIENCE *	147 ±2
Life Science	167 ±2
Earth Science	157 ±2
Physical Science	143 ±1
Process Skills	152 ±1
Env/Sci/Tech/Soc	145 ±4
SOCIAL STUDIES	157 ±2
Communities	159 ±2
Citizenship	167 ±4
American Heritage	159 ±2
Skills	163 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1736

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
*** = the standard error (S.E.)
Note: Content Area scores are scaled seperately and are not simple averages of strand scores.

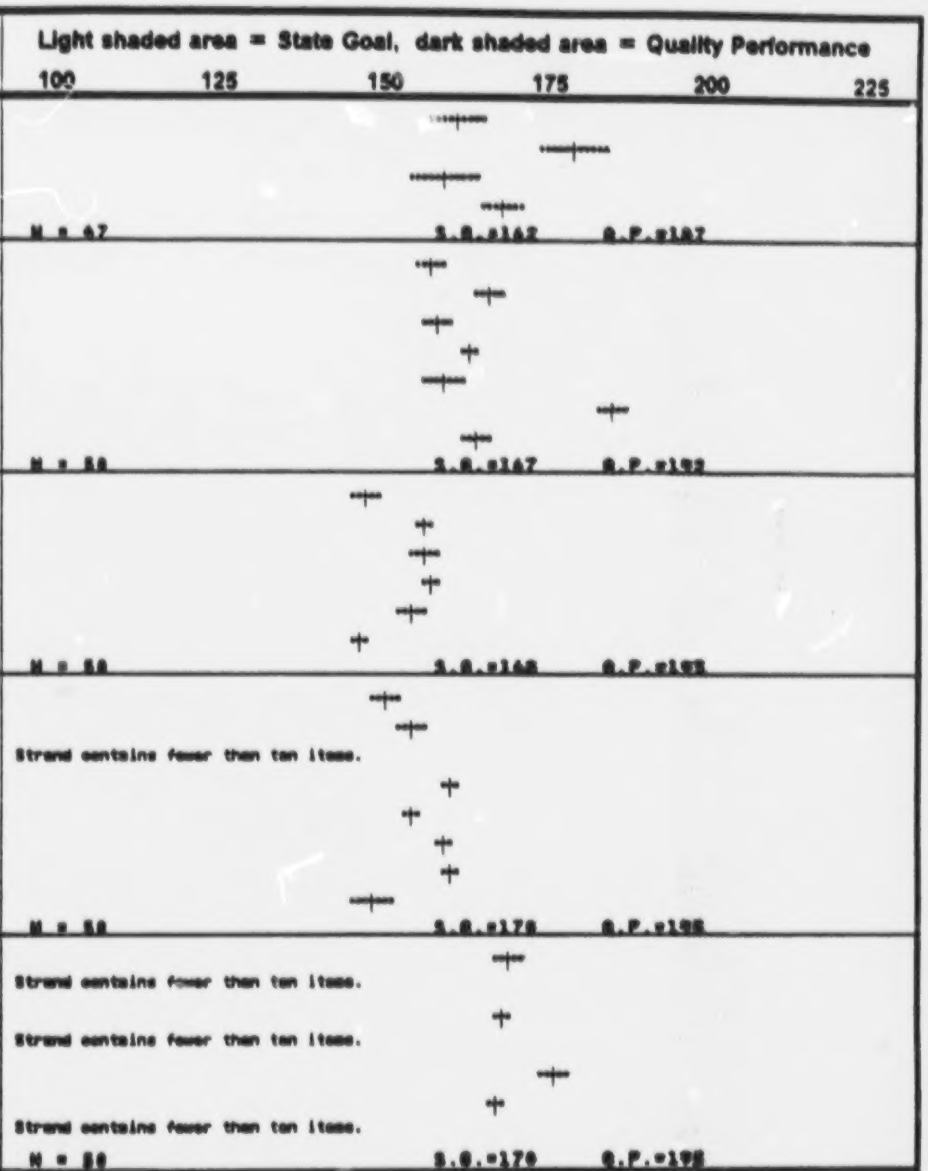
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: SCOTT ELEM
School Code: 3566

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	161 ±4	
Literal Comp	179 ±5	
Infer & Crit Comp	159 ±5	
Reference & Study	168 ±3	
		N = 67 S.G.=162 Q.P.=187
MATHEMATICS	157 ±2	
Numbers & Num Rel	166 ±2	
Operations & Comp	158 ±2	
Geometry	163 ±1	
Measurement	159 ±3	
Prob & Stat	185 ±2	
PROBLEM SOLVING	164 ±2	
		N = 58 S.G.=167 Q.P.=192
SCIENCE	147 ±2	
Life Science	156 ±1	
Earth Science	156 ±2	
Physical Science	157 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	146 ±1	
		N = 58 S.G.=168 Q.P.=193
SOCIAL STUDIES	150 ±2	
Geog Regions	154 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	160 ±1	
Skills	148 ±3	
		N = 58 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	176 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 58 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

┼ = the school score
••• = the standard error (S.E.)

1787

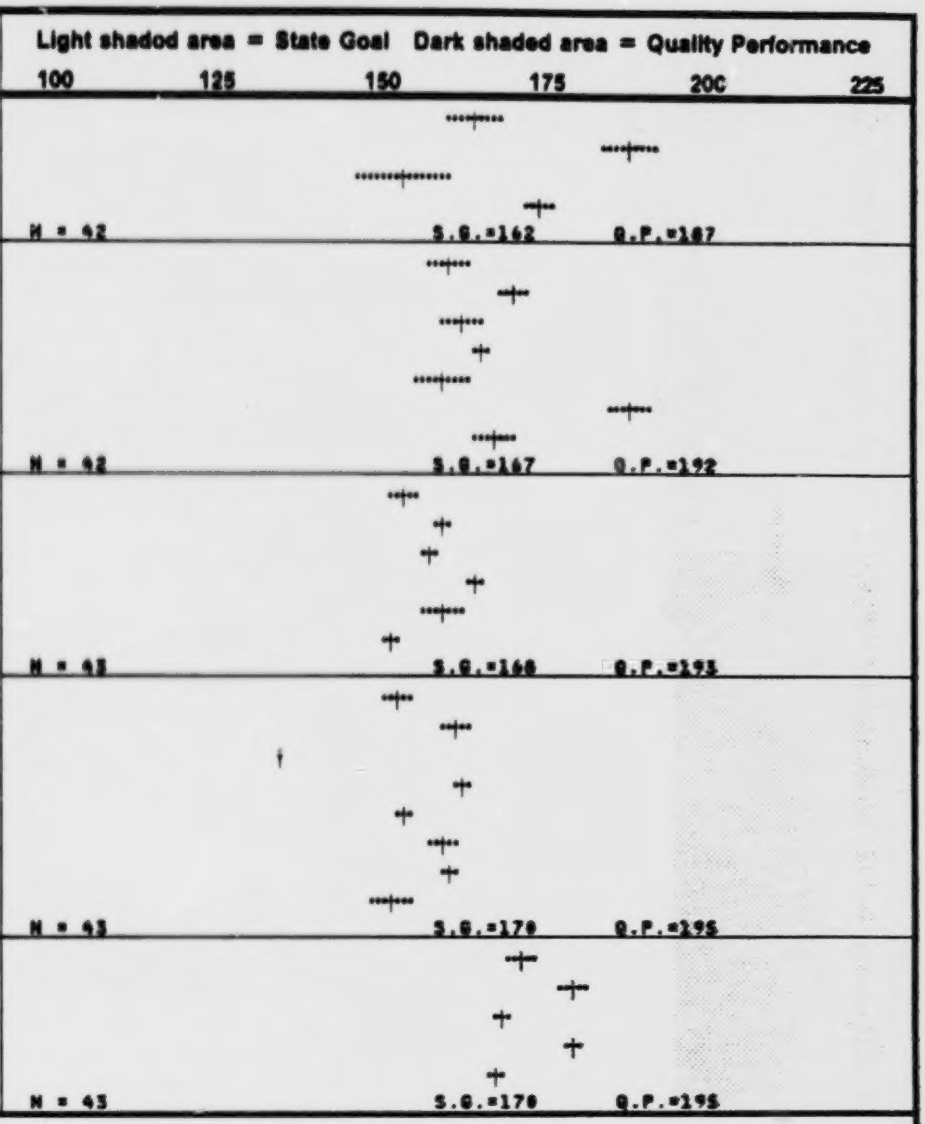
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: SCOTT ELEM
School Code: 3566

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±4
Literal Comp	188 ±4
Infer & Crit Comp	153 ±7
Reference & Study	174 ±2
MATHEMATICS	160 ±3
Numbers & Num Rel	170 ±2
Operations & Comp	162 ±3
Geometry	165 ±1
Measurement	159 ±4
Prob & Stat	188 ±3
PROBLEM SOLVING	167 ±3
SCIENCE	153 ±2
Life Science	159 ±1
Earth Science	157 ±1
Physical Science	164 ±1
Process Skills	159 ±3
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	152 ±2
Geog Regions	161 ±2
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	153 ±1
U.S. 1875-1932	159 ±2
U.S. 1932-present	160 ±1
Skills	151 ±3
HEALTH	171 ±2
Sfty/Prs/Mntl Hlth	179 ±2
Nutrition	168 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	167 ±1

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1788

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	57	53	37	50	51	
02	60	42	44	60	63	
03	43	59	61	58	7	
04	51	35	74	52	47	
05	40	67	13	91	40	
06		39	51	32		
07		68	62	35		
School Total	251	51	50	55	44	-11
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	57	68	41	46	35	
02	60	43	45	61	50	
03	43	72	79	65	14	
04	52	71	74	50	23	
05	40	33	24	41	45	
06		33	38	39		
07		36	47	13		
School Total	252	54	52	48	34	-14
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

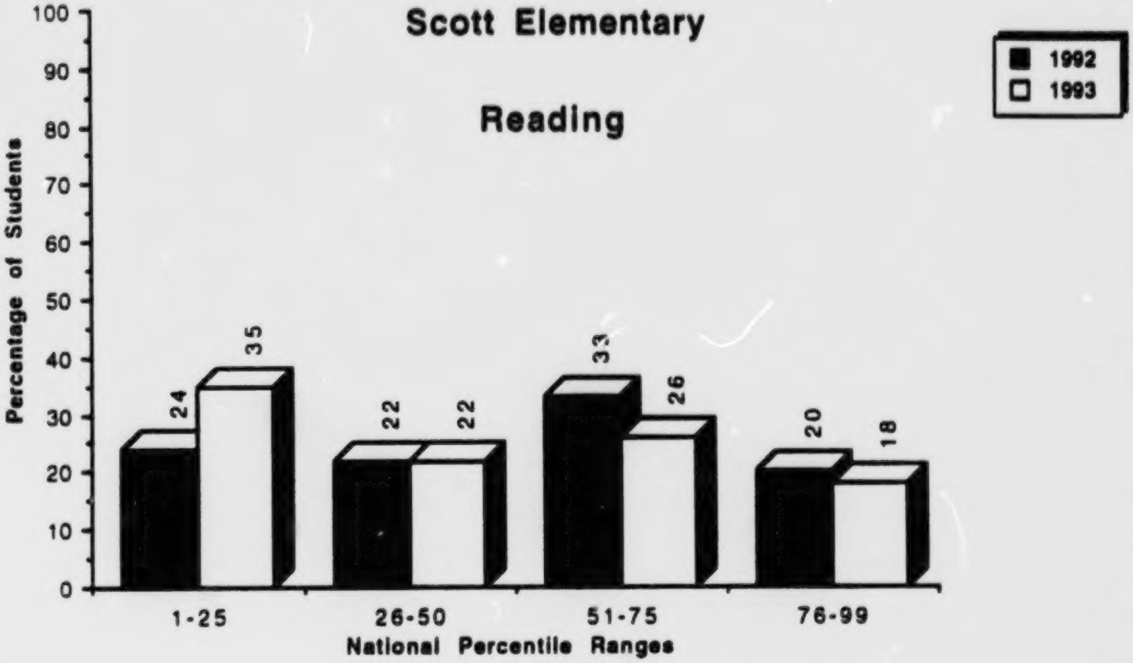
10/06/93

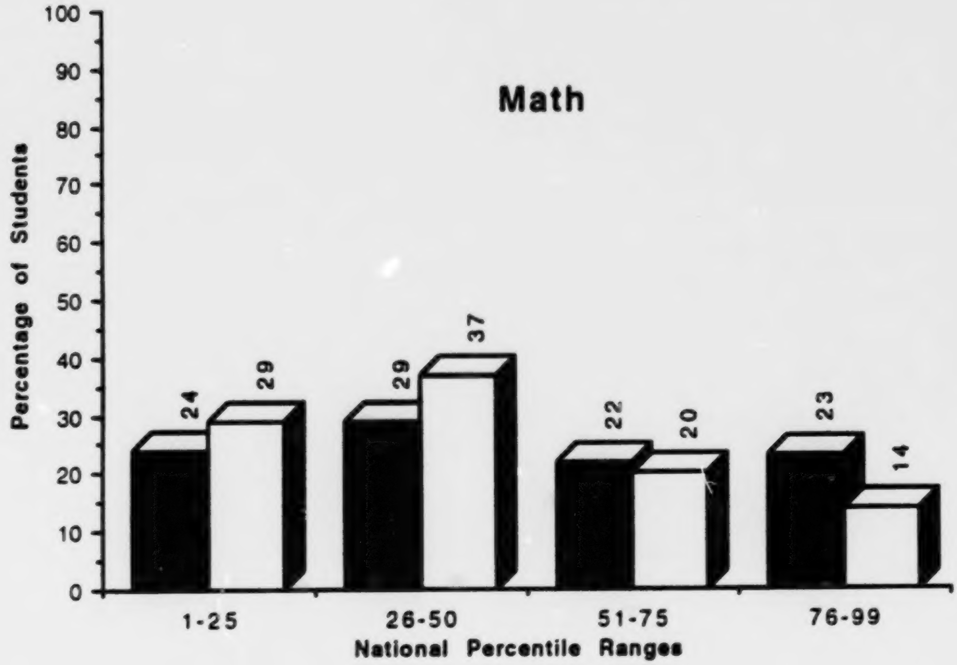
SCHOOL: 43693 SCOTT ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	49	24	49	49	17	35
02	51	35	69	51	28	55
03	38	2	5	38	5	13
04	46	21	46	46	9	20
05	36	16	44	36	17	47
SCHOOL TOTAL	220	98	45	220	76	35
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





10/06/93 SCOTT ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

		Reading			Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	18	32	60	28	22	38	47	9
03 Non SWP	13	31	30	-1	11	31	30	-1
04 Non SWP	10	37	47	10	12	37	34	-3
05 Non SWP	13	38	42	4	13	42	31	-11

System

		Reading			Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 SCOTT ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	12	27	55	28	10	38	41	3
03	9	24	27	3	9	29	31	2
04	7	35	46	11	6	45	31	-14
05	3	48	39	-9	8	40	29	-11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

8/04/93 SCOTT ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	57	95			3	5	60
	System	5,184	95			294	5	5,478
01	School	49	83	6	10	4	7	59
	System	4,879	89	202	4	408	7	5,489
02	School	56	90	6	10			62
	System	4,527	91	257	5	185	4	4,969
03	School	46	92	4	8			50
	System	4,598	92	260	5	113	2	4,971
04	School	49	92	4	8			53
	System	4,608	94	227	5	82	2	4,917
05	School	43	96	2	4			45
	System	4,588	96	191	4	20		4,799
	School	300	91	22	7	7	2	329
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

SLATON
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

1800

Slaton Elementary School
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. **General Descriptive Characteristics**	
What critical school factors may have influenced student performance?	• Active enrollment decreased by .9 percent over a three-year period compared to a decrease of 5.3 percent for the system. • Eighty-nine percent of the pupils were on active roll for seven or more attendance periods compared to 87 percent for the system. • The pupil mobility index was .28 which was considerably lower than the .38 for the system. • Sixty-one percent of the kindergarten pupils had preschool experiences, but 3 first grade pupils had not attended kindergarten. • The percentages for pupil and certified staff attendance were higher for the school than for the system from FY '91 to FY '93, and this positive fact was reported last year for the previous three years.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and key indicators showed percentages from 80 to 95 that received "yes" ratings. Within the Communicative Capability, special attention may be needed in the area of Oral Communication.
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers (Stages 6 and 7) by the end of the year. At the school, 53.8 percent of the kindergarten students were in these two Stages; however, no students were in the higher Stages 8 and 9.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 15 percent fewer students in the Lower Adequate/Needs Improvement categories and 14 percent more students in the Excellent/Upper Adequate categories. Middle Adequate gained 2 percentage points. • For nonfiction matched scores there were 4 percent fewer students in the Lower Adequate/Needs Improvement categories and 10 percent more students in the Excellent/Upper Adequate categories; however, there were 7 percent fewer students in the Middle/Adequate category.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade met or exceeded the state goal in the areas of Language Arts/Reading for 1992 and in Mathematics for 1992 and 1993. Additionally, the scores met or exceeded the state goal on the Literal Comprehension and Reference and Study strands in Reading, all Mathematics strands, and the Citizenship and Skills strands in Social Studies for both 1992 and 1993. In 1993, the scores also met or exceeded the state goal on the Life Science strand in Science. The scores did not indicate quality performance in any content area or strand.
B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics and Health for both 1992 and 1993. The scores met or exceeded the state goal on all Reading strands and Mathematics strands for both years. In addition, the scores met or exceeded the state goal on the Process Skills strand in Science for 1993. In Health, the scores met or exceeded the state goal in Nutrition, Growth Development and Family Living (1992); Safety/Personal/Mental Health (1993); and Substance Abuse (1992 and 1993). The scores did not indicate quality performance in any content area for 1992; however, the scores indicated quality performance in the area of Language Arts/Reading (1993). For both 1992 and 1993, the scores indicated quality performance on the Literal Comprehension and Inferential and Critical Comprehension strands in Reading and the Probability and Statistics strand in Mathematics.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY '92 to FY '93, the school showed a decrease of 14 for reading and a decrease of 6 for mathematics in the percentage of students at or above national norm. The scores compare to a decrease of 3 in reading and mathematics for the system.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had higher percentages of students scoring at or above national norm in reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, there was an increase in the percentage of students scoring in the lowest quadrant and a decrease in the percentage scoring in the highest quadrant.
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• In the Chapter I reading program at the school from 1992 to 1993, the students showed a decrease in NCE at grade two, no gain in grade three, and a considerable gain at grade five. In the mathematics program from 1992 to 1993, there was a considerable gain in NCE for grade two; a decrease at grades three and four and a gain at grade five.
B. Remedial Education Program (REP)	• The gains for the students in the Remedial Education Program (REP) reading and mathematics were negative except for the fifth grade where there were positive gains in NCE for both subjects.

Critical Questions	Findings
VI. Progression Status	
How did the school's progression status compare to that of the system?	- Ninty-four percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system, and 5 percent were retained compared to 4 percent for the system.

PA:sm - SR#64
Department of Research and Evaluation
October 19, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
SLATON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	336	361	333	-28	-7.8	-3	-.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	298	89	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	35	11	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	79	24	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	39	12	3873	12
MOBILITY INDEX	.28		.38	
3. PUPIL-TEACHER RATIO	20.8		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	71	21	15734	50
CHAPTER I MATH	56	17	14903	47
REP READING	60	18	4384	14
REP MATH	32	10	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	60	18	2028	6
BILINGUAL	51	15	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	7	13	291	5
K-GARTEN - HEAD START	8	15	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	18	33	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	39	2391	45
FIRST GRADE - APS K-GARTEN	52	88	4862	90
FIRST GRADE - NON-APS K-GARTEN	4	7	481	9
FIRST GRADE - NO K-GARTEN	3	5	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.7		94.4
1991-92		94.2		94.1
1992-93		95.2		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		97.4		97.2
1991-92		98.0		97.4
1992-93		97.8		97.4

Slaton Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	95	93	92
II. Logical-Mathematical	95	93	93
III. Physical	95	97	96
IV. Personal	95	94	92
V. Social	95	94	93
Total Number Reported	41	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	93	93	92
B. Processes Auditory Information	90	92	92
C. Communicates Orally	80	91	92
D. Demonstrates Emergent Literacy	93	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	95	90	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	95	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
SLATON ELEMENTARY SCHOOL 42707

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	1.9
STAGE 4: COPIER	21	40.4
STAGE 5: NEW WORD WRITER	2	3.8
STAGE 6: PHRASE/SENTENCE WRITER	15	28.8
STAGE 7: SIMPLE STORY WRITER	13	25.0
TOTAL NUMBER	52	99.9

---

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: SLATON ELEMENTARY SCHOOL

					ADEQUATE							
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	7	14	11	22	7	14	6	12	18	37	49
POSTTEST	LEVEL 2	6	12	14	29	12	24	10	20	7	14	49
DIFFERENCE	LEVEL 2	-1	-2	3	7	5	10	4	8	-11	-23	
PRETEST	LEVEL 3	3	6	10	20	8	16	15	29	15	29	51
POSTTEST	LEVEL 3	11	22	16	31	10	20	10	20	4	8	51
DIFFERENCE	LEVEL 3	8	16	6	11	2	4	-5	-9	-11	-21	
PRETEST	LEVEL 4	0	0	1	3	8	21	7	18	23	59	39
POSTTEST	LEVEL 4	7	18	7	18	7	18	7	18	11	28	39
DIFFERENCE	LEVEL 4	7	18	6	15	-1	-3	0	0	-12	-31	
PRETEST	LEVEL 5	2	5	13	30	8	18	11	25	10	23	44
POSTTEST	LEVEL 5	3	7	8	18	5	11	9	20	19	43	44
DIFFERENCE	LEVEL 5	1	2	-5	-12	-3	-7	-2	-5	9	20	
		12	7	35	19	31	17	39	21	66	36	183
		27	15	45	25	34	19	36	20	41	22	183
		15	8	10	6	3	2	-3	-1	-25	-14	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: SLATON ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	0	0	4	11	11	30	5	14	17	46	37
POSTTEST LEVEL 4	2	5	4	11	8	22	6	16	17	46	37
DIFFERENCE LEVEL 4	2	5	0	0	-3	-8	1	2	0	0	
PRETEST LEVEL 5	0	0	6	15	11	28	5	13	18	45	40
POSTTEST LEVEL 5	2	5	10	25	9	23	2	5	17	43	40
DIFFERENCE LEVEL 5	2	5	4	10	-2	-5	-3	-8	-1	-2	
	0	0	10	13	22	29	10	13	35	45	77
	4	5	14	18	17	22	8	10	34	44	77
	4	5	4	5	-5	-7	-2	-3	-1	-1	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

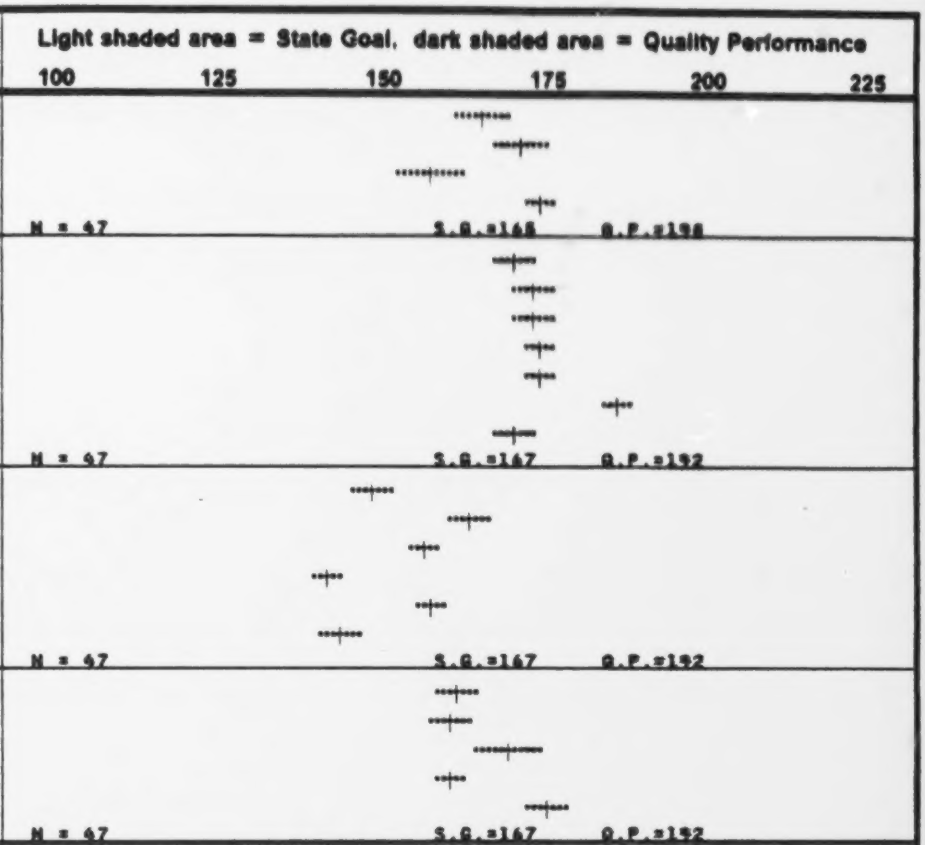
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: SLATON ELEM
School Code: 4566

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±4
Literal Comp	171 ±4
Infer & Crit Comp	157 ±5
Reference & Study	174 ±2
MATHEMATICS	170 ±3
Numbers & Num Rel	173 ±3
Operations & Comp	173 ±3
Geometry	174 ±2
Measurement	174 ±2
Prob & Stat	186 ±2
PROBLEM SOLVING	170 ±3
SCIENCE	148 ±3
Life Science	163 ±3
Earth Science	156 ±2
Physical Science	141 ±2
Process Skills	157 ±2
Env/Sci/Tech/Soc	143 ±3
SOCIAL STUDIES	161 ±3
Communities	160 ±3
Citizenship	169 ±5
American Heritage	160 ±2
Skills	175 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1830

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: SLATON ELEM
School Code: 4566

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	159 ±3	
Literal Comp	168 ±4	
Infer & Crit Comp	154 ±4	
Reference & Study	169 ±2	
		N = 51 S.G.=165 Q.P.=198
MATHEMATICS	171 ±3	
Numbers & Num Rel	175 ±2	
Operations & Comp	178 ±2	
Geometry	171 ±2	
Measurement	174 ±2	
Prob & Stat	187 ±1	
PROBLEM SOLVING	173 ±2	
		N = 51 S.G.=167 Q.P.=192
SCIENCE *	147 ±2	
Life Science	165 ±2	
Earth Science	156 ±2	
Physical Science	142 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	145 ±3	
		N = 51 S.G.=167 Q.P.=192
SOCIAL STUDIES	157 ±2	
Communities	157 ±2	
Citizenship	166 ±4	
American Heritage	157 ±2	
Skills	170 ±3	
		N = 51 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1831

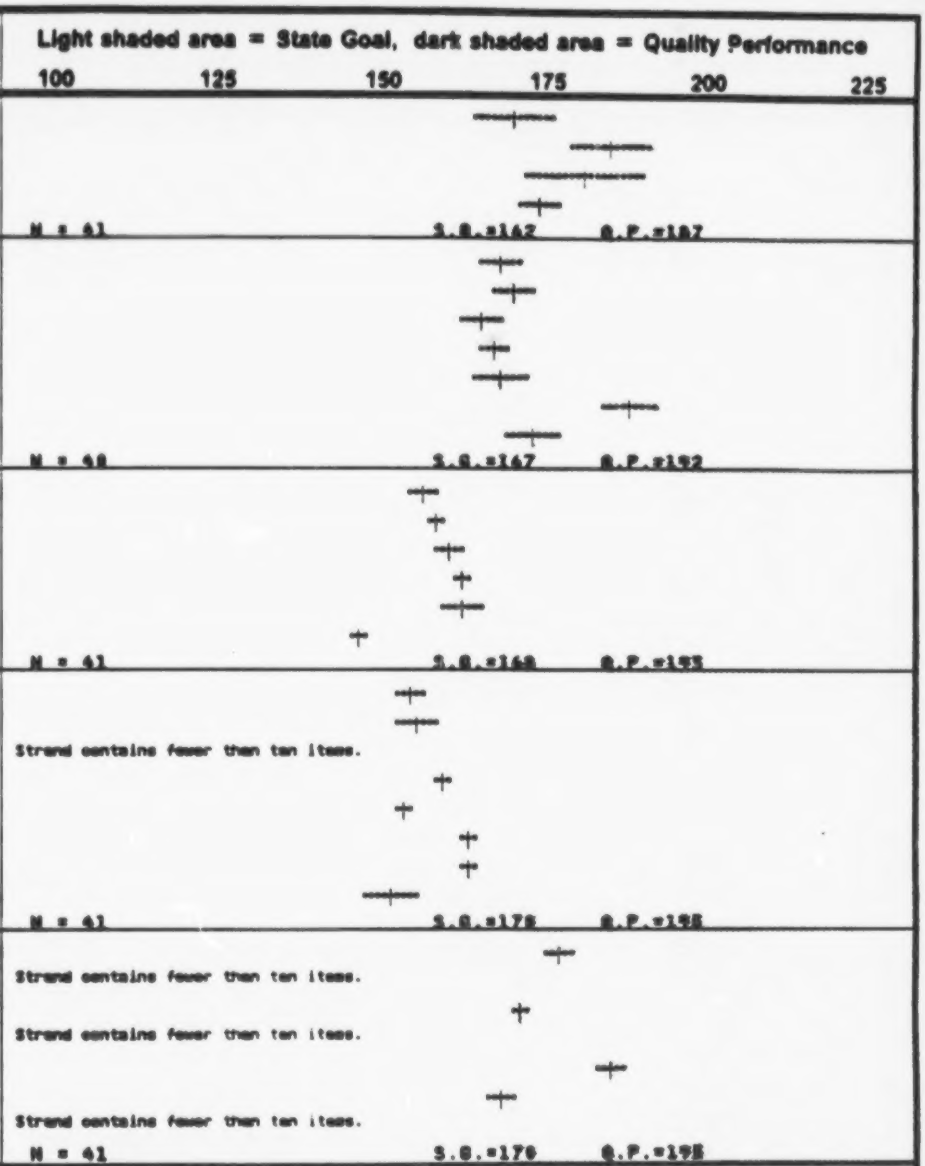
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: SLATON ELEM
School Code: 4566

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	170 ±6	
Literal Comp	185 ±6	
Infer & Crit Comp	181 ±9	
Reference & Study	174 ±3	
		N = 41 S.G.=162 Q.P.=187
MATHEMATICS	168 ±3	
Numbers & Num Rel	170 ±3	
Operations & Comp	165 ±3	
Geometry	167 ±2	
Measurement	168 ±4	
Prob & Stat	188 ±4	
PROBLEM SOLVING	173 ±4	
		N = 48 S.G.=167 Q.P.=192
SCIENCE	156 ±2	
Life Science	158 ±1	
Earth Science	160 ±2	
Physical Science	162 ±1	
Process Skills	162 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 41 S.G.=168 Q.P.=193
SOCIAL STUDIES	154 ±2	
Geog Regions	155 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	159 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	163 ±1	
U.S. 1932-present	163 ±1	
Skills	151 ±4	
		N = 41 S.G.=173 Q.P.=198
HEALTH	177 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	185 ±2	
Growth, Dev & Fam	168 ±2	
Mental Health	No report	Strand contains fewer than ten items.
		N = 41 S.G.=173 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)

1832

GEORGIA CURRICULUM BASED ASSESSMENT

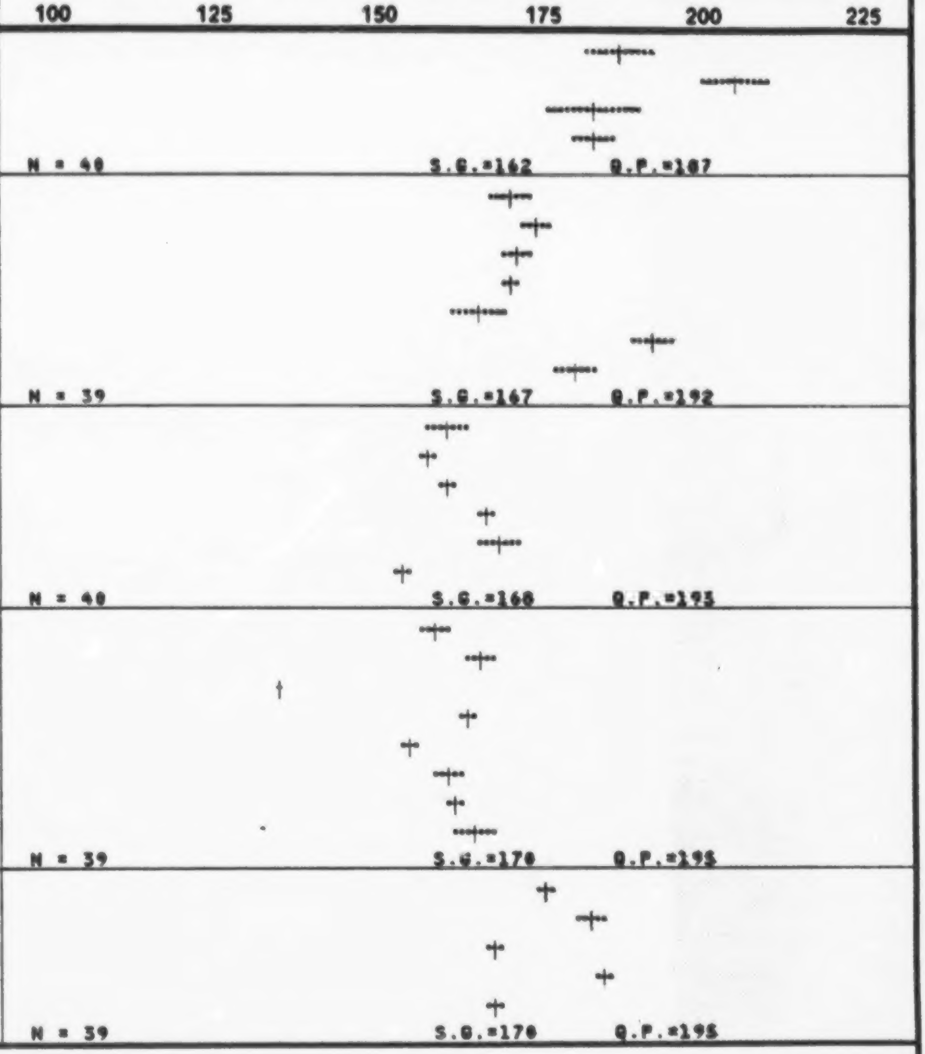
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: SLATON ELEM
School Code: 4566

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	187 ±5	
Literal Comp	205 ±5	
Infer & Crit Comp	183 ±7	
Reference & Study	183 ±3	
		N = 40 S.G.=162 Q.P.=187
MATHEMATICS	170 ±3	
Numbers & Num Rel	174 ±2	
Operations & Comp	171 ±2	
Geometry	170 ±1	
Measurement	165 ±4	
Prob & Stat	192 ±3	
PROBLEM SOLVING	180 ±3	
		N = 39 S.G.=167 Q.P.=192
SCIENCE	160 ±3	
Life Science	157 ±1	
Earth Science	160 ±1	
Physical Science	166 ±1	
Process Skills	168 ±3	
Env/Sci/Tech/Soc	153 ±1	
		N = 40 S.G.=168 Q.P.=193
SOCIAL STUDIES	158 ±2	
Geog Regions	165 ±2	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	160 ±2	
U.S. 1932-present	161 ±1	
Skills	164 ±3	
		N = 39 S.G.=170 Q.P.=195
HEALTH	175 ±1	
Sfty/Prs/Mntl Hlth	182 ±2	
Nutrition	167 ±1	
Substance Abuse	184 ±1	
Growth, Dev & Fam	167 ±1	
		N = 39 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1833

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 SLATON ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	50	81	67	85	62	
02	51	51	62	57	41	
03	49	51	54	35	29	
04	37	32	28	45	22	
05	42	26	26	36	43	
School Total	229	51	49	54	40	-14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	50	85	84	81	68	
02	48	59	80	84	79	
03	48	53	45	46	42	
04	38	26	43	41	29	
05	43	44	30	36	47	
School Total	227	55	57	60	54	-6
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

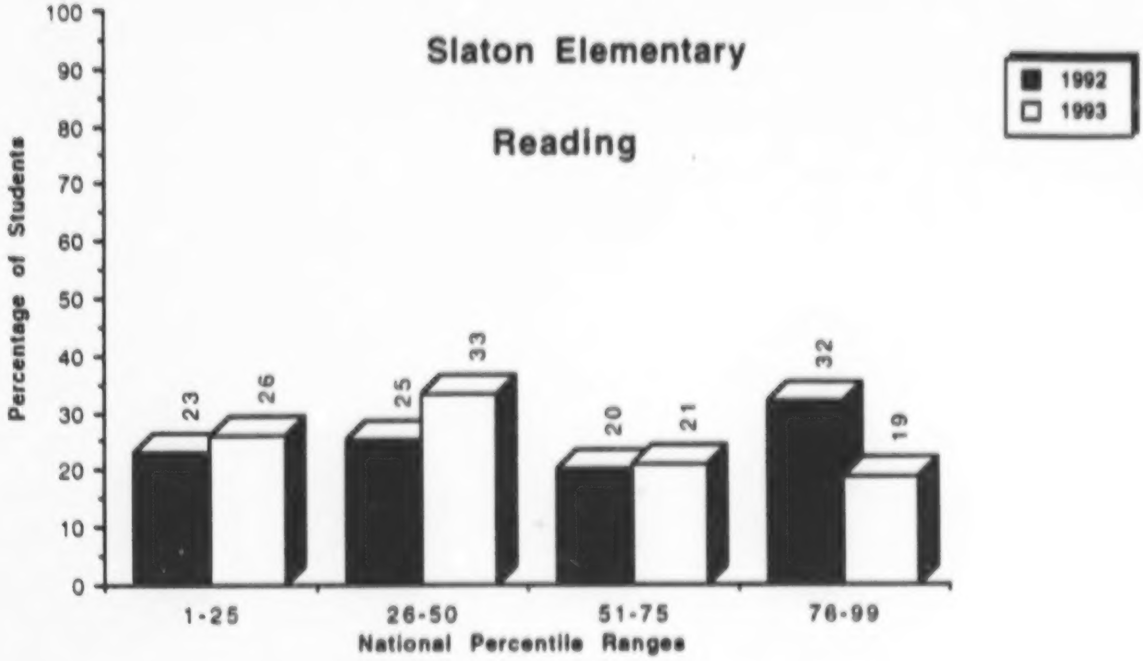
SCHOOL: 42707 SLATON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

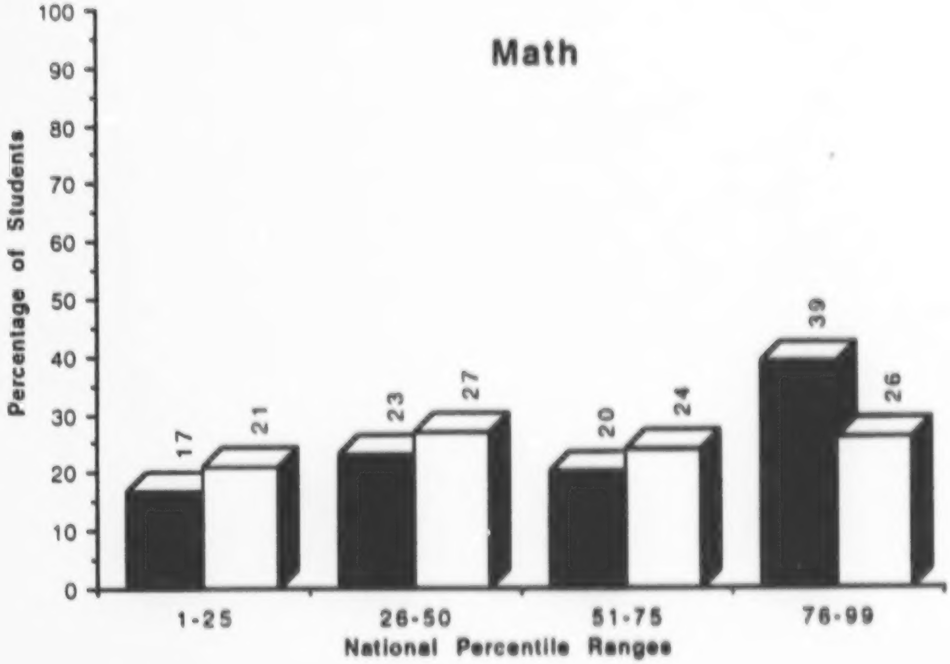
	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	46	30	65	46	32	70
02	45	21	47	43	36	84
03	43	12	28	42	18	43
04	35	8	23	36	11	31
05	39	16	41	39	20	51
SCHOOL TOTAL	208	87	42	206	117	57
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency


Slaton Elementary

Reading


Math

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

		Reading				Mathematics		
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	5	40	33	-7	5	40	55	15
03 Non SWP	21	36	36		12	41	37	-4
04 Non SWP	16	38	36	-2	17	37	30	-7
05 Non SWP	11	17	31	14	14	31	35	4

System

		Reading				Mathematics		
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	8	41	17	-24	6	56	42	-14
03	15	66	36	-30	11	67	41	-26
04	9	40	31	-9	4	40	23	-17
05	14	35	41	6	4	43	46	3

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

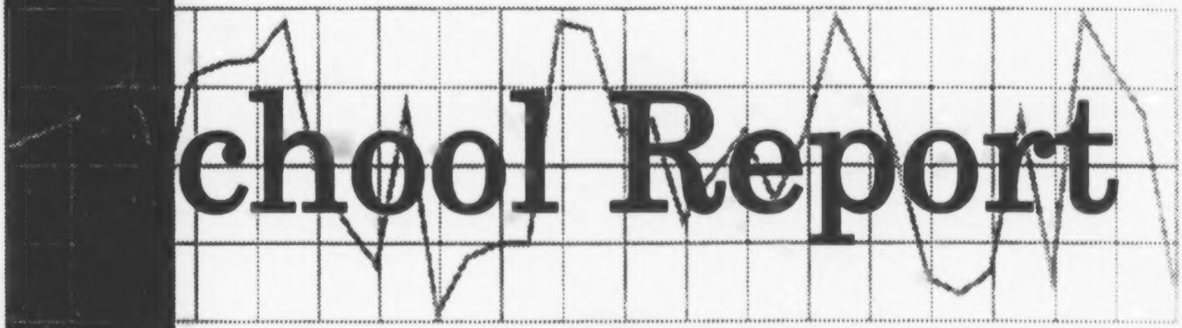
8/04/93 SLATON ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	51	96			2	4	53
	System	5,184	95			294	5	5,478
01	School	50	82	3	5	8	13	61
	System	4,879	89	202	4	408	7	5,489
02	School	55	98			1	2	56
	System	4,527	91	257	5	185	4	4,969
03	School	60	98	1	2			61
	System	4,598	92	260	5	113	2	4,971
04	School	49	89			6	11	55
	System	4,608	94	227	5	82	2	4,917
05	School	47	100					47
	System	4,588	96	191	4	20		4,799
	School	312	94	4	1	17	5	333
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

D. H. STANTON
ELEMENTARY
SCHOOL

Research & Evaluation

__Final Copy__

1845

D. H. STANTON ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• Active enrollment decreased by 12.4 percent over a three-year period compared to a decrease of 5.3 percent for the system. • Eighty-four percent of the pupils were on active roll seven or more attendance periods compared to 87 percent for the system. • The pupil mobility index was .58 which was much higher than .38 for the system. • 1992-93 was the first year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources. • Fifty-three percent of the kindergarten pupils had from zero to 6 months of preschool experiences. • The percentages for pupil attendance at the school have been lower than those for the system from FY '91 to FY '93. • There was a slight increase in the percentage for certified staff attendance at the school from FY '92 to FY '93; however, the percentages for attendance at the school have been lower than those for the system from FY '91 to FY '93.
II. Performance-Based Assessment A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP average capabilities showed percentages from 84 to 94 that received "yes" ratings and from summary data these appear to be correct; however, for the Structured Assessment Activities the summary data show that the appropriate information was not recorded for approximately 13 percent of the students. It is suggested that a study be made of the Student Performance Rosters to determine which students have missing data.

Critical Questions	Findings
II. Performance-Based Assessment (contd.)	
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers (Stages 6 and 7) by the end of the year. At the school 42.2 percent were in these two stages and 12.3 percent were in the higher Stages 8 and 9.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 12 percent fewer students in the Lower Adequate/Needs Improvement Categories and 14 percent more students in the Excellent/Upper Adequate Categories. • For nonfiction matched scores there were 18 percent fewer students in the Lower Adequate/Needs Improvement Categories and 11 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 8 percentage points.
III. Georgia Curriculum Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992) and the Mathematics (1992 and 1993). In addition, the scores met or exceeded the state goal on the Literal Comprehension and Reference and Study strands in Reading and all six strands in Mathematics (1992 and 1993); the Life Science strand in Science (1992); and the Citizenship and Skills strands in Social Studies (1992 and 1993). The school's scores did not indicate quality performance in any content area or strands.

Critical Questions	Findings
III. Georgia Curriculum Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5 (contd)	
B. Grade 5	- Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992 and 1993) and Health (1992). Additionally, the scores met or exceeded the state goal on all three Reading strands (1992); two of the three Reading strands (1993); four of the six Mathematics strands (1992); all Mathematics strands (1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personal/Mental Health strand in Health (1993). The school's scores did not indicate quality performance in any content area; however, the scores did indicate quality performance on the Literal Comprehension strand in Reading (1993).
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	- From FY'92 to FY'93, the school showed no increase in reading and a decrease of 3 for mathematics in the percentage of students at or above the national norm.
B. Students who attended the school for seven or more attendance periods?	- In comparison to all students tested, those who were enrolled for seven or more attendance periods had percentages of students at or above national norm that were slightly lower in reading and mathematics.
C. The percentage of students scoring within each quadrant?	- There was an increase from FY'92 to FY'93 in the percentage of students in the lowest quadrant and a slight decrease in the percentage for the highest quadrant in reading; however, there was a slight decrease in the percentage for the lowest quadrant and a slight increase in the percentage for the highest quadrant in mathematics.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Schoolwide Program	• There were decreases in the NCE for the Chapter I Schoolwide Project reading and mathematics in all grades except grade five.
B. Remedial Education Program (REP)	• The students in the REP reading showed decreases in NCE for all grades except grade five where the NCE remained the same. In mathematics, there were losses in NCE for grades two and three, the NCE in grade three remained the same, and grade five showed a gain of 7 in NCE.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Ninety-six percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system and 4 percent were retained compared to 4 percent for the system.

R&E/PA:lf October, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
STANTON, D. ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE			
				2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	647	566	567	1	.2	-80	-12.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	474	84	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	93	16	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	234	41	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	120	21	3873	12
MOBILITY INDEX	.58		.38	
3. PUPIL-TEACHER RATIO	24.7		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	8	1	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	567	100	15734	50
CHAPTER I MATH	567	100	14903	47
REP READING	104	18	4384	14
REP MATH	83	15	3768	12
SPECIAL INSTRUCTIONAL ASSISTANCE	94	17	1083	3
BILINGUAL	1	0	748	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	6	7	291	5
K-GARTEN - HEAD START	4	5	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	31	35	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	47	53	2391	45
FIRST GRADE - APS K-GARTEN	77	97	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	3	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL	ALL ELEMENTARY
6. PERCENT PUPIL ATTENDANCE:		
1990-91	93.6	94.4
1991-92	93.1	94.1
1992-93	92.3	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	95.9	97.2
1991-92	96.1	97.4
1992-93	96.2	97.4

D. H. Stanton Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	86	93	92
II. Logical-Mathematical	84	93	93
III. Physical	90	97	96
IV. Personal	94	94	92
V. Social	87	94	93
Total Number Reported	93	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	77	93	92
B. Processes Auditory Information	70	92	92
C. Communicates Orally	76	91	92
D. Demonstrates Emergent Literacy	60	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	76	90	91
B. Makes Comparisons	72	91	91
C. Knows Numbers 1 to 10	75	93	93
D. Extends Patterns	63	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
STANTON, D. ELEMENTARY SCHOOL 42734

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	3	3.3
STAGE 2: SCRIBBLE WRITER	4	4.4
STAGE 3: INVENTED WORD WRITER	4	4.4
STAGE 4: COPIER	13	14.4
STAGE 5: NEW WORD WRITER	17	18.9
STAGE 6: PHRASE/SENTENCE WRITER	18	20.0
STAGE 7: SIMPLE STORY WRITER	20	22.2
STAGE 8: INTERMEDIATE STORY WRITER	5	5.6
STAGE 9: ADVANCED STORY WRITER	6	6.7
TOTAL NUMBER	90	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: STANTON, D. ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	2	3	16	23	20	29	11	16	21	30	70
POSTTEST	LEVEL	2	16	23	25	36	20	29	6	9	3	4	70
DIFFERENCE	LEVEL	2	14	20	9	13	0	0	-5	-7	-18	-26	
PRETEST	LEVEL	3	2	3	10	14	22	31	14	20	22	31	70
POSTTEST	LEVEL	3	4	6	8	11	18	26	16	23	24	34	70
DIFFERENCE	LEVEL	3	2	3	-2	-3	-4	-5	2	3	2	3	
PRETEST	LEVEL	4	2	3	7	10	12	18	17	25	30	44	68
POSTTEST	LEVEL	4	8	12	14	21	19	28	6	9	21	31	68
DIFFERENCE	LEVEL	4	6	9	7	11	7	10	-11	-16	-9	-13	
PRETEST	LEVEL	5	0	0	3	5	9	15	15	25	33	55	60
POSTTEST	LEVEL	5	1	2	1	2	3	5	14	23	41	68	60
DIFFERENCE	LEVEL	5	1	2	-2	-3	-6	-10	-1	-2	8	13	
			6	2	36	13	63	24	57	21	106	40	268
			29	11	48	18	60	22	42	16	89	33	268
			23	9	12	5	-3	-2	-15	-5	-17	-7	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

1868

1867

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: STANTON, D. ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	2	3	12	17	14	20	12	17	30	43	70
POSTTEST LEVEL 4	4	6	21	30	22	31	10	14	13	19	70
DIFFERENCE LEVEL 4	2	3	9	13	8	11	-2	-3	-17	-24	
PRETEST LEVEL 5	0	0	2	3	5	8	17	27	40	63	64
POSTTEST LEVEL 5	2	3	3	5	7	11	13	20	39	61	64
DIFFERENCE LEVEL 5	2	3	1	2	2	3	-4	-7	-1	-2	
	2	1	14	10	19	14	29	22	70	52	134
	6	4	24	18	29	22	23	17	52	39	134
	4	3	10	8	10	8	-6	-5	-18	-13	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

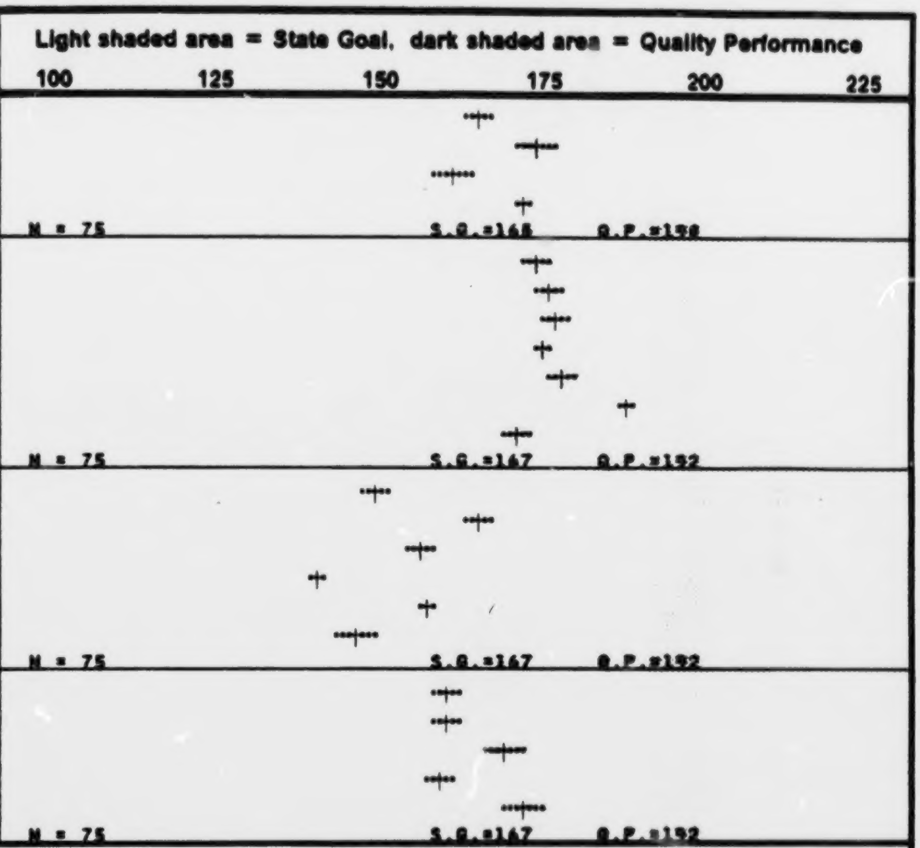
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON,D H ELEM
School Code: 5066

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±2
Literal Comp	174 ±3
Infer & Crit Comp	161 ±3
Reference & Study	172 ±1
MATHEMATICS	174 ±2
Numbers & Num Rel	176 ±2
Operations & Comp	177 ±2
Geometry	175 ±1
Measurement	178 ±2
Prob & Stat	188 ±1
PROBLEM SOLVING	171 ±2
SCIENCE	149 ±2
Life Science	165 ±2
Earth Science	156 ±2
Physical Science	140 ±1
Process Skills	157 ±1
Env/Sci/Tech/Soc	146 ±3
SOCIAL STUDIES	160 ±2
Communities	160 ±2
Citizenship	169 ±3
American Heritage	159 ±2
Skills	172 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1873

┼ = the school score
••• = the standard error (S.E.)

CC3CAS

GEORGIA CURRICULUM BASED ASSESSMENT

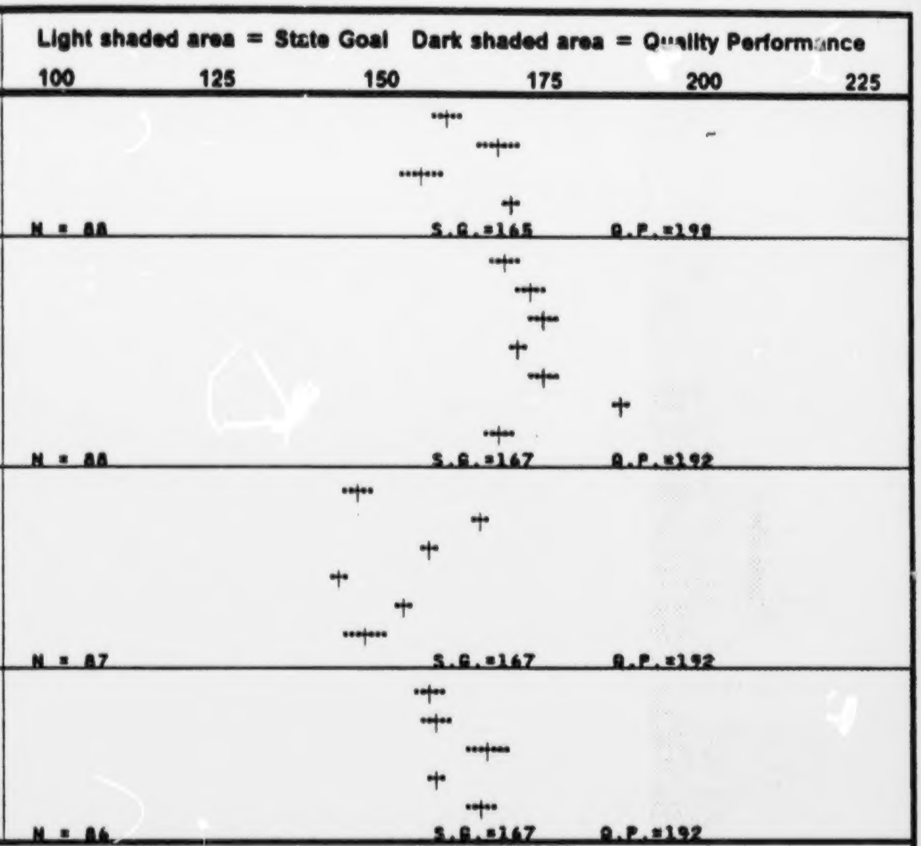
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON,D H ELEM
School Code: 5066

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	160 ±2
Literal Comp	168 ±3
Infer & Crit Comp	156 ±3
Reference & Study	170 ±1
MATHEMATICS	169 ±2
Numbers & Num Rel	173 ±2
Operations & Comp	175 ±2
Geometry	171 ±1
Measurement	175 ±2
Prob & Stat	187 ±1
PROBLEM SOLVING	168 ±2
SCIENCE *	146 ±2
Life Science	165 ±1
Earth Science	157 ±1
Physical Science	143 ±1
Process Skills	153 ±1
Env/Sci/Tech/Soc	147 ±3
SOCIAL STUDIES	157 ±2
Communities	158 ±2
Citizenship	166 ±3
American Heritage	158 ±1
Skills	165 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON,D H ELEM
School Code: 5066

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	162 ±3	
Literal Comp	180 ±4	
Infer & Crit Comp	159 ±4	
Reference & Study	171 ±2	
		N = 68 S.G.=162 Q.P.=187
MATHEMATICS	160 ±2	
Numbers & Num Rel	167 ±2	
Operations & Comp	160 ±2	
Geometry	167 ±1	
Measurement	163 ±3	
Prob & Stat	182 ±3	
PROBLEM SOLVING	167 ±3	
		N = 71 S.G.=167 Q.P.=192
SCIENCE	150 ±1	
Life Science	158 ±1	
Earth Science	156 ±1	
Physical Science	160 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	146 ±0	
		N = 71 S.G.=168 Q.P.=193
SOCIAL STUDIES	148 ±1	
Geog Regions	149 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	159 ±1	
Skills	147 ±3	
		N = 71 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	166 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	182 ±2	
Growth, Dev & Fam	165 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 71 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)

1875

GEORGIA CURRICULUM BASED ASSESSMENT

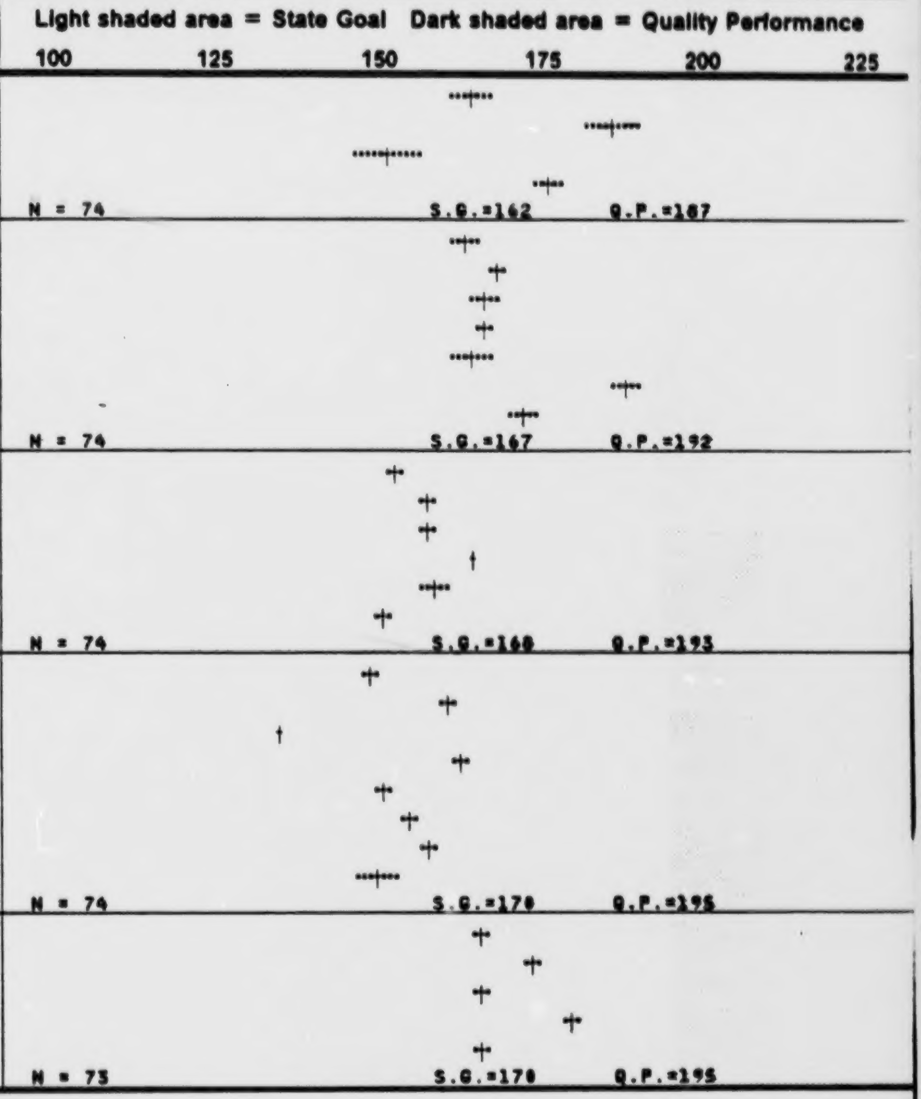
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON,D H ELEM
School Code: 5066

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	164 ±3
Literal Comp	186 ±4
Infer & Crit Comp	151 ±5
Reference & Study	176 ±2
MATHEMATICS	163 ±2
Numbers & Num Rel	168 ±1
Operations & Comp	166 ±2
Geometry	166 ±1
Measurement	164 ±3
Prob & Stat	188 ±2
PROBLEM SOLVING	172 ±2
SCIENCE	152 ±1
Life Science	157 ±1
Earth Science	157 ±1
Physical Science	164 ±0
Process Skills	158 ±2
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	148 ±1
Geog Regions	160 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	150 ±1
U.S. 1875-1932	154 ±1
U.S. 1932-present	157 ±1
Skills	149 ±3
HEALTH	165 ±1
Sfty/Prs/Mntl Hlth	173 ±1
Nutrition	165 ±1
Substance Abuse	179 ±1
Growth, Dev & Fam	165 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

1876

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	87	52	52	55	61	
02	77	47	26	22	32	
03	88	57	19	44	11	
04	78	48	23	17	21	
05	75	31	30	21	32	
School Total	405	48	30	32	32	
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	86	74	63	55	70	
02	77	73	63	40	38	
03	65	66	37	53	20	
04	78	54	40	30	29	
05	75	38	37	37	37	
School Total	381	62	47	43	40	-3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

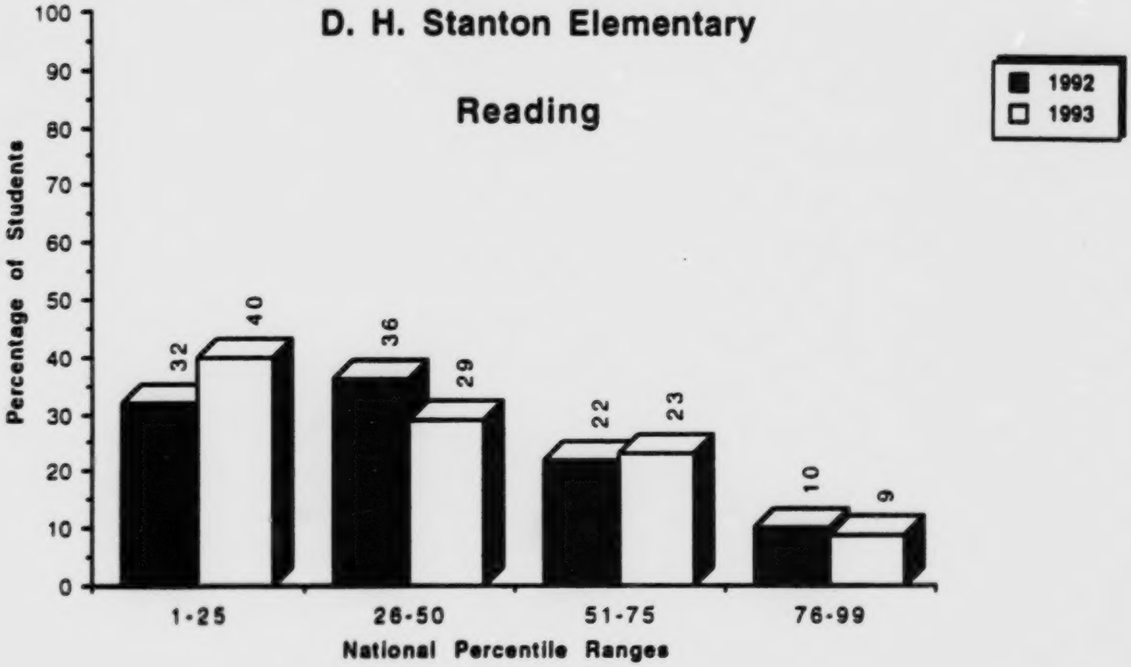
SCHOOL 42734 STANTON, D. ELEMENTARY SCHOOL

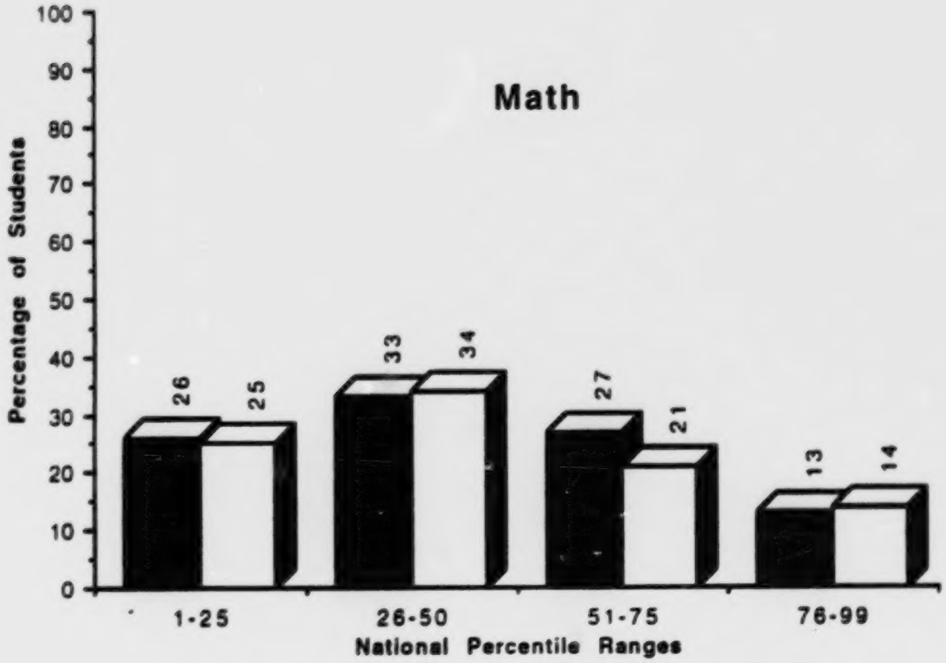
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	63	38	60	62	45	73
02	63	21	33	63	23	37
03	79	9	11	58	12	21
04	66	15	23	66	20	30
05	70	22	31	70	25	36
SCHOOL TOTAL	341	105	31	319	125	39
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	23	36	31	-5	25	38	32	-6
03 SWP	64	33	29	-4	31	34	30	-4
04 SWP	40	37	32	-5	34	40	36	-4
05 SWP	55	36	37	1	45	31	37	6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93   STANTON, D. ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	17	36	30	-6	17	41	29	-12
03	35	29	26	-3	21	35	25	-10
04	20	36	33	-3	14	35	35	
05	23	32	32		17	25	32	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

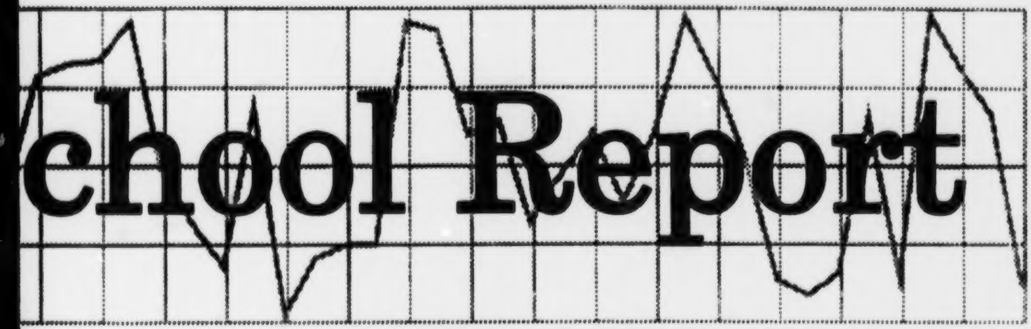
8/04/93 D. H. STANTON ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	93	100					93
	System	5,184	95			294	5	5,478
01	School	94	99			1	1	95
	System	4,879	89	202	4	408	7	5,489
02	School	73	90			8	10	81
	System	4,527	91	257	5	185	4	4,969
03	School	78	88	3	3	8	9	89
	System	4,598	92	260	5	113	2	4,971
04	School	78	99			1	1	79
	System	4,608	94	227	5	82	2	4,917
05	School	73	97	2	3			75
	System	4,588	96	191	4	20		4,799
	School	489	96	5	1	18	4	512
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

F. L. STANTON
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1888

F. L. STANTON ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	

What critical school factors may have influenced student performance?	• At the end of the third year as a K - 5 school, the enrollment at F. L. Stanton stabilized at 354 students.
	• Staff/School factors in 1993 were characterized as follows:
	  • About 100 new students entered the school.
	  • Stable active roll was 92 percent.
	  • Low student mobility of .14 was lower than .38 for students systemwide.
	  • Average class size was 22 students.
	  • The majority of the kindergarten students attended the preschool program operated by the school.
	  • All of the first grade students had kindergarten experience.
	  • Student attendance (96 percent) was higher than the average for students systemwide (94 percent).
	  • Staff attendance (97 percent) was the same as for teachers systemwide.

Critical Questions	Findings
II. Performance-Based Assessment	• The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP assessed performance on structured assessment activities and behavioral observations about the capabilities of the 69 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (94 percent), Logical/Mathematical (94 percent), Physical (99 percent), Personal (91 percent), and Social (94 percent). A range of 86 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical. Fourteen percent of the students needed further development in oral communication and for creating and extending simple patterns.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 70 students showed the following number of students in each stage of writing development: Pictographic Writer (3), Scribble Writer (0), Invented Word Writer (5), Copier (12), New Word Writer (12), Phrase/Sentence Writer (19), Simple Story Writer (7), Intermediate Story Writer (10), and Advanced Story Writer (2). The majority of the students advanced beyond the four beginning stages of writing development. Ten students were intermediate story writers and two were advanced story writers at the end of the year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.

Critical Questions	**Findings**
II. Performance-Based Assessment C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	• For the fiction reading selection, grades 2, 4, and 5 improved their performance from Needs Improvement to the Adequate and Excellent categories. • Fourth and fifth grade students demonstrated improved performance from pretest to posttest for the nonfiction reading selection. An additional 20 percent of the students ended the year with Adequate or Excellent performance. (This report included students who had results for both pretest and posttest, and did not reflect the total number of students for each grade level.)
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance). • For Grade 3, performance met or exceeded the State Goal for all four of the content areas in 1992; Language Arts/Reading, Mathematics, Science and Social Studies. In 1993, performance was maintained at the State Goal level for all content areas except Science. However, the Life Science and Earth Science strands were at State Goal.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal for the content areas of Language Arts/Reading and Health. The Language Arts Literal Comprehension strand was at Quality Performance for both years. Additionally, the performance of students was at the State Goal for Mathematics Number Relations, Probability and Statistics, and Problem Solving for both years. The scores for the Geometry and Measurement strands were at State Goal for 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• F. L. Stanton's students maintained the achievement scores above the national norm for mathematics from 1990 to 1992 and for reading in 1991 and 1992. The percentages scoring at or above the national norm in 1991 - 92 were 50 for reading and 62 percent for mathematics. • Total school performance on the ITBS for 1993 increased from 50 to 58 percent in reading and decreased from 62 to 60 percent in mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: Grade 1 - 88 percent for Reading; 94 percent for Mathematics Grade 2 - 50 percent for Reading; 61 percent for Mathematics Grade 3 - 42 percent for Reading; 35 percent for Mathematics Grade 4 - 41 percent for Reading; 43 percent for Mathematics Grade 5 - 59 percent for Reading; 56 percent for Mathematics

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following? (continued)	
B. Students who attended the school for seven or more attendance periods?	• Ninety-one percent of Stanton's students remained stable in enrollment at the school for seven or more of nine attendance periods (140 or more of 180 days). The achievement for this stable group was not appreciably different than that for the total grade levels. Overall, the percentage of stable students earning scores at or above the national norm in reading and mathematics was one percentage point below that for the total group tested.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading achievement as more students earned scores in the two higher percentile ranges (51 to 99). Whereas for mathematics, scores in the percentile range of 76 to 99 increased by 6 percent but decreased by 8 percent in the percentile range of 51 to 75.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project (or) A. Chapter 1 - Traditional Program	• F.L. Stanton implemented a Schoolwide Chapter I project in which students made the following NCE gains from 1992 to 1993: Grade 2 - loss of 5 NCE points for Reading; 1 NCE gain for Mathematics Grade 3 - 6 NCE gains for Reading; loss of 7 NCE points for Mathematics Grade 4 - 5 NCE gains for Reading; maintained 39 NCE for Mathematics Grade 5 - 11 NCE gains for Reading; 8 NCE gains for Mathematics • Systemwide, students in Schoolwide Chapter I Project schools made gains of 4 to 9 NCE points for reading and 1 to 11 NCE points for mathematics.

Critical Questions	**Findings**
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets? (continued)	
B. Remedial Education Program (REP)	• REP students in fifth grade recorded achievement gains for both reading and mathematics and fourth grade students maintained the 45 NCE score for mathematics. The mean NCE scores for the other grades were not maintained from 1992 to 1993. • Systemwide, REP students in grades 3 through 5 made achievement gains for reading and mathematics. The second grade reading NCE score of 36 was maintained and third grade lost 3 NCE points for mathematics.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 91 to 99 percent of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and 97 percent were promoted. Two students were retained. • The Progression Status Report for 1992 - 93 showed that 99 percent of F. L. Stanton's students were promoted, and four students were retained. Last year in 91 - 92, 97 percent were promoted, three students were administratively placed and six students were retained. • Systemwide progression status for 1993 showed that 93 percent of the 28, 384 elementary students were promoted, 4 percent were administratively placed and 4 percent were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
STANTON, F. ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	354	331	354	23	6.9		
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	322	91	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	32	9	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	80	23	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	31	9	3873	12
MOBILITY INDEX	.14		.38	
3. PUPIL-TEACHER RATIO	22.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	6	2	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	354	100	15734	50
CHAPTER I MATH	354	100	14903	47
REP READING	76	21	4384	14
REP MATH	71	20	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	58	16	2028	6

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	16	28	291	5
K-GARTEN - HEAD START	5	9	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	10	17	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	27	47	2391	45
FIRST GRADE - APS K-GARTEN	63	94	4862	90
FIRST GRADE - NON-APS K-GARTEN	4	6	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	95.5	94.4
1991-92	95.7	94.1
1992-93	95.6	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.5	97.2
1991-92	98.0	97.4
1992-93	96.6	97.4

F. L. Stanton Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	94	93	92
II. Logical-Mathematical	94	93	93
III. Physical	99	97	96
IV. Personal	91	94	92
V. Social	94	94	93
Total Number Reported	69	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	90	93	92
B. Processes Auditory Information	94	92	92
C. Communicates Orally	86	91	92
D. Demonstrates Emergent Literacy	88	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	90	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	86	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

****Skills Assessed with Structured Assessment Activities.***

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
STANTON, F. ELEMENTARY SCHOOL 41742

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	3	4.3
STAGE 3: INVENTED WORD WRITER	5	7.1
STAGE 4: COPIER	12	17.1
STAGE 5: NEW WORD WRITER	12	17.1
STAGE 6: PHRASE/SENTENCE WRITER	19	27.1
STAGE 7: SIMPLE STORY WRITER	7	10.0
STAGE 8: INTERMEDIATE STORY WRITER	10	14.3
STAGE 9: ADVANCED STORY WRITER	2	2.9
TOTAL NUMBER	70	99.9

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: STANTON, F. ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	1	3	6	18	9	26	4	12	14	41	34
POSTTEST LEVEL 2	7	21	10	29	9	26	5	15	3	9	34
DIFFERENCE LEVEL 2	6	18	4	11	0	0	1	3	-11	-32	
PRETEST LEVEL 3	4	9	8	18	18	40	8	18	7	16	45
POSTTEST LEVEL 3	9	20	11	24	16	36	5	11	4	9	45
DIFFERENCE LEVEL 3	5	11	3	6	-2	-4	-3	-7	-3	-7	
PRETEST LEVEL 4	7	18	10	25	9	23	8	20	6	15	40
POSTTEST LEVEL 4	16	40	10	25	9	23	3	8	2	5	40
DIFFERENCE LEVEL 4	9	22	0	0	0	0	-5	-12	-4	-10	
PRETEST LEVEL 5	2	4	7	12	10	18	20	35	18	32	57
POSTTEST LEVEL 5	1	2	13	23	15	26	11	19	17	30	57
DIFFERENCE LEVEL 5	-1	-2	6	11	5	8	-9	-16	-1	-2	
	14	8	31	18	46	26	40	23	45	26	176
	33	19	44	25	49	28	24	14	26	15	176
	19	11	13	7	3	2	-16	-9	-19	-11	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: STANTON, F. ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	4	10	21	54	10	26	2	5	2	5	39
POSTTEST LEVEL 4	14	36	15	38	8	21	1	3	1	3	39
DIFFERENCE LEVEL 4	10	26	-6	-16	-2	-5	-1	-2	-1	-2	
PRETEST LEVEL 5	1	2	6	11	9	17	16	30	22	41	54
POSTTEST LEVEL 5	6	11	5	9	19	35	14	26	10	19	54
DIFFERENCE LEVEL 5	5	9	-1	-2	10	18	-2	-4	-12	-22	
	5	5	27	29	19	20	18	19	24	26	93
	20	22	20	22	27	29	15	16	11	12	93
	15	17	-7	-7	8	9	-3	-3	-13	-14	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

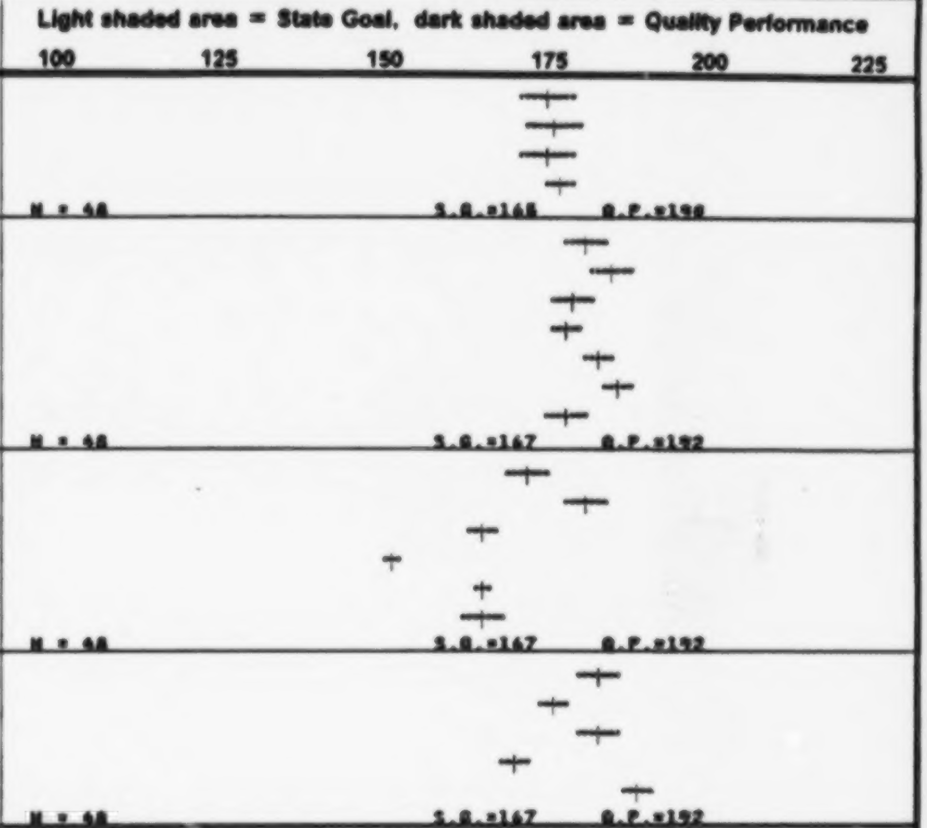
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON, F L ELEM
School Code: 5566

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	175 ±4
Literal Comp	176 ±4
Infer & Crit Comp	175 ±4
Reference & Study	177 ±2
MATHEMATICS	181 ±3
Numbers & Num Rel	185 ±3
Operations & Comp	179 ±3
Geometry	178 ±2
Measurement	183 ±2
Prob & Stat	186 ±2
PROBLEM SOLVING	178 ±3
SCIENCE	172 ±3
Life Science	181 ±3
Earth Science	165 ±2
Physical Science	151 ±1
Process Skills	165 ±1
Env/Sci/Tech/Soc	165 ±3
SOCIAL STUDIES	183 ±3
Communities	176 ±2
Citizenship	183 ±3
American Heritage	170 ±2
Skills	189 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

1920

† = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON, F L ELEM
School Code: 5566

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	169 ±3	
Literal Comp	175 ±4	
Infer & Crit Comp	166 ±3	
Reference & Study	173 ±2	
		N = 51 S.G.=165 Q.P.=190
MATHEMATICS	172 ±3	
Numbers & Num Rel	175 ±2	
Operations & Comp	177 ±2	
Geometry	173 ±2	
Measurement	172 ±2	
Prob & Stat	188 ±1	
PROBLEM SOLVING	171 ±3	
		N = 51 S.G.=167 Q.P.=192
SCIENCE *	155 ±3	
Life Science	171 ±2	
Earth Science	162 ±2	
Physical Science	144 ±2	
Process Skills	156 ±2	
Env/Sci/Tech/Soc	156 ±4	
		N = 51 S.G.=167 Q.P.=192
SOCIAL STUDIES	163 ±4	
Communities	162 ±3	
Citizenship	169 ±4	
American Heritage	161 ±2	
Skills	171 ±3	
		N = 51 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

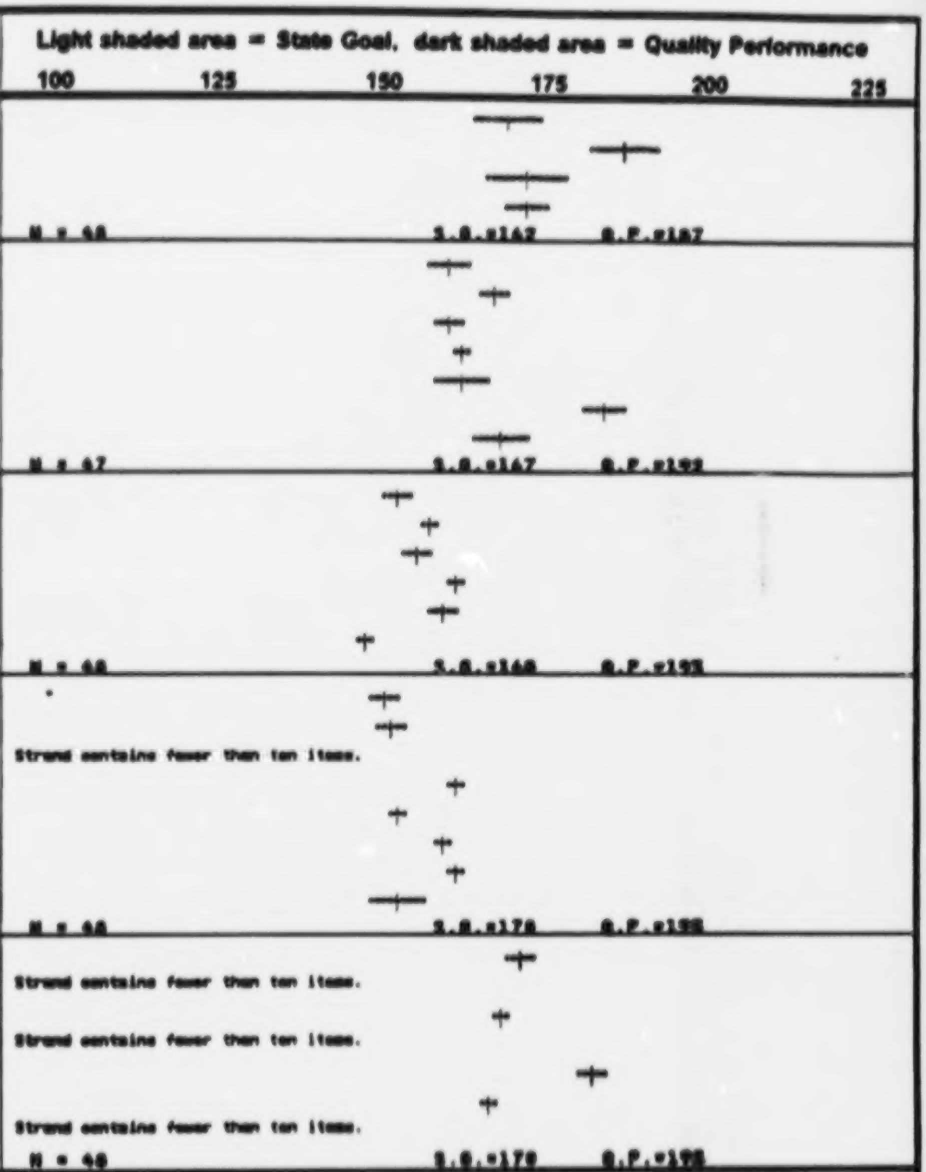
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON, F L ELEM
School Code: 5566

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	169 ±5	
Literal Comp	187 ±5	
Infer & Crit Comp	172 ±6	
Reference & Study	172 ±3	
		N = 68 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	167 ±2	
Operations & Comp	160 ±2	
Geometry	162 ±1	
Measurement	162 ±4	
Prob & Stat	184 ±3	
PROBLEM SOLVING	168 ±4	
		N = 67 S.G.=167 Q.P.=192
SCIENCE	152 ±2	
Life Science	157 ±1	
Earth Science	155 ±2	
Physical Science	161 ±1	
Process Skills	159 ±2	
Env/Sci/Tech/Soc	147 ±1	
		N = 68 S.G.=168 Q.P.=193
SOCIAL STUDIES	150 ±2	
Geog Regions	151 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	159 ±1	
U.S. 1932-present	161 ±1	
Skills	152 ±4	
		N = 68 S.G.=170 Q.P.=195
HEALTH	171 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	182 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 68 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
--- = the standard error (S.E.)

1922

GEORGIA CURRICULUM BASED ASSESSMENT

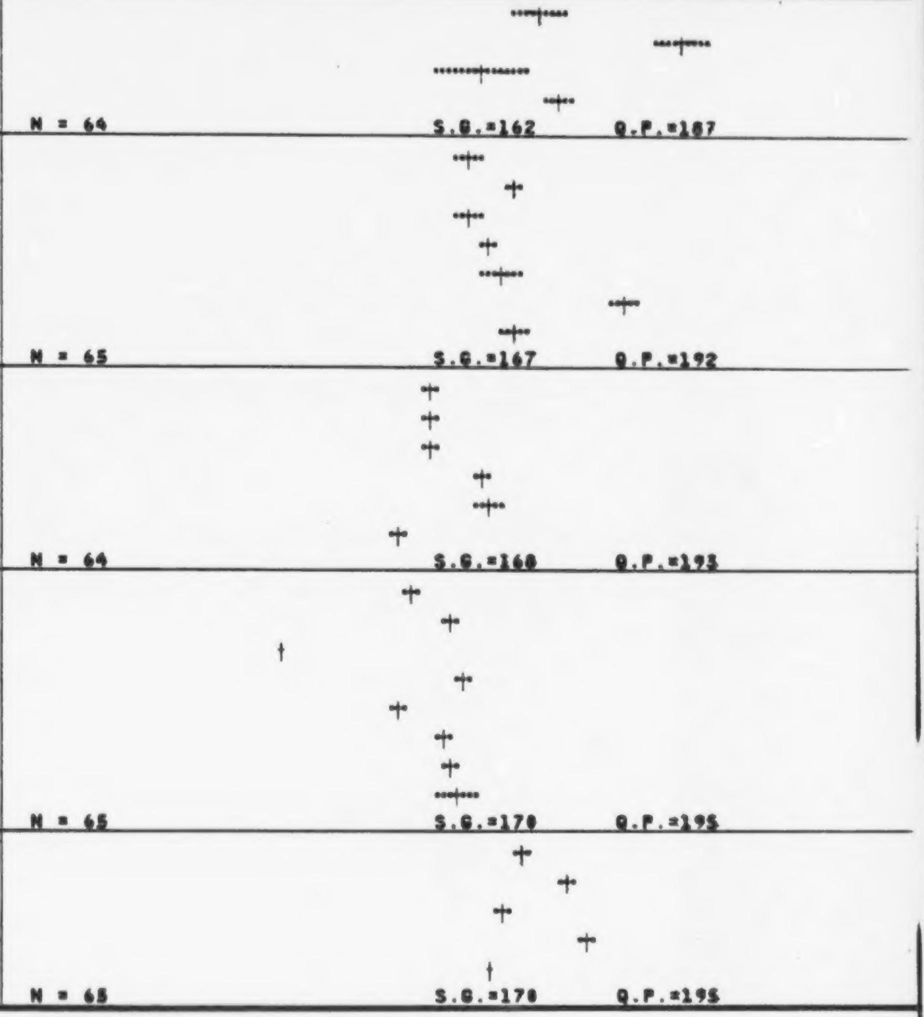
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: STANTON, F L ELEM
School Code: 5566

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	174 ±4
Literal Comp	196 ±4
Infer & Crit Comp	165 ±7
Reference & Study	177 ±2
MATHEMATICS	163 ±2
Numbers & Num Rel	170 ±1
Operations & Comp	163 ±2
Geometry	166 ±1
Measurement	168 ±3
Prob & Stat	187 ±2
PROBLEM SOLVING	170 ±2
SCIENCE	157 ±1
Life Science	157 ±1
Earth Science	157 ±1
Physical Science	165 ±1
Process Skills	166 ±2
Env/Sci/Tech/Soc	152 ±1
SOCIAL STUDIES	154 ±1
Geog Regions	160 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	152 ±1
U.S. 1875-1932	159 ±1
U.S. 1932-present	160 ±1
Skills	161 ±3
HEALTH	171 ±1
Sfty/Prs/Mntl Hlth	178 ±1
Nutrition	168 ±1
Substance Abuse	181 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1923

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	66	85	87	67	88	
02	54	49	52	37	50	
03	52	51	48	67	42	
04	46	33	43	38	41	
05	64	28	33	45	59	
06		43				
07		41				
School Total	282	49	52	50	58	8
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	66	93	88	87	94	
02	54	77	84	83	61	
03	51	35	39	56	35	
04	46	40	36	48	43	
05	63	47	28	34	56	
06		43				
07		36				
School Total	280	54	53	62	60	-2
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

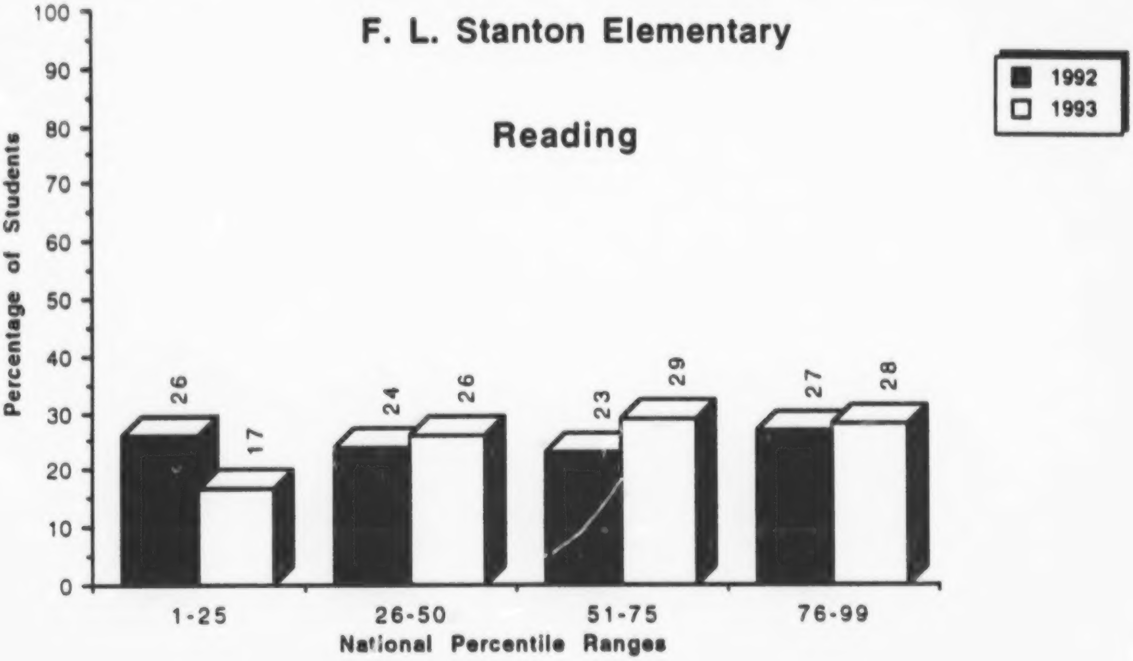
SCHOOL: 41742 STANTON, F. ELEMENTARY SCHOOL

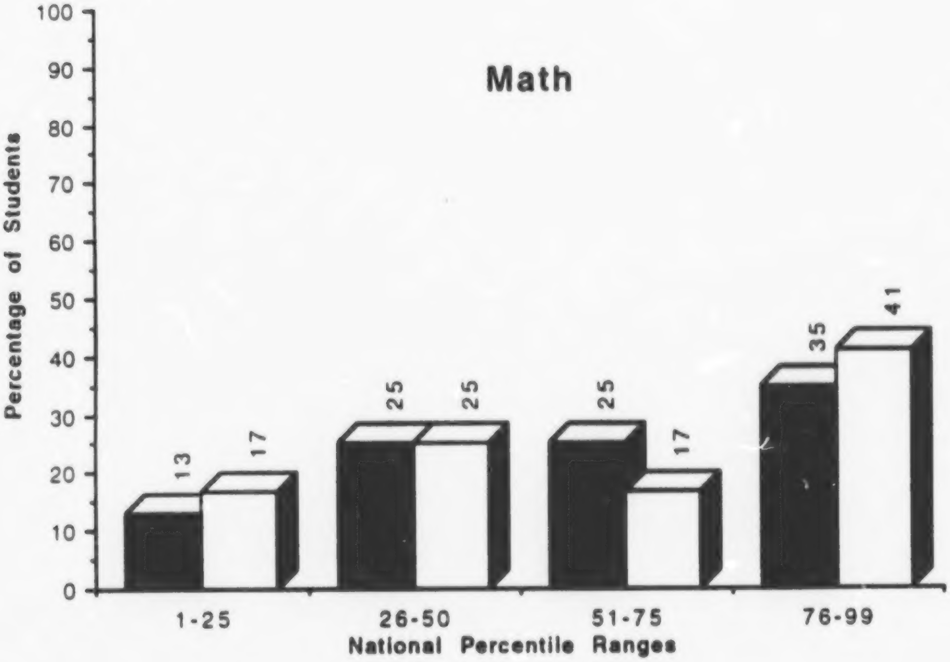
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	57	50	88	57	53	93
02	51	26	51	51	33	65
03	49	20	41	48	17	35
04	41	15	37	41	17	41
05	60	37	62	59	32	54
SCHOOL TOTAL	258	148	57	256	152	59
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	16	34	29	-5	6	38	39	1
03 SWP	27	32	38	6	12	30	23	-7
04 SWP	16	35	40	5	18	39	39	
05 SWP	33	36	47	11	29	34	42	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 STANTON, F. ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	9	33	30	-3	9	49	37	-12
03	12	34	29	-5	3	35	6	-29
04	21	48	42	-6	23	45	45	
05	31	36	48	12	33	38	43	5

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 F. L. STANTON ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	68	97			2	3	70
	System	5,184	95			294	5	5,478
01	School	66	97			2	3	68
	System	4,879	89	202	4	408	7	5,489
02	School	53	100					53
	System	4,527	91	257	5	185	4	4,969
03	School	51	100					51
	System	4,598	92	260	5	113	2	4,971
04	School	47	100					47
	System	4,608	94	227	5	82	2	4,917
05	School	65	100					65
	System	4,588	96	191	4	20		4,799
	School	350	99			4	1	354
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS

chool Report

1992-93

SYLVAN

MIDDLE SCHOOL

Research & Evaluation

Final

1935

SYLVAN MIDDLE SCHOOL
1992-93 FINAL SCHOOL REPORT
Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement: • Continued increase in active enrollment, • High mobility rate, • No out-of-school suspensions, • Operation of a Schoolwide Chapter I Project, • Use of the Wasatch computer courseware and participation in the Chapter I Take Home Computer program, • A lower pupil attendance rate than in 1991-92 and one which was slightly below the system's rate in 1992-93, • An increase in the certified staff attendance rate, which has been lower than the system's rate for the past three years.

Critical Questions	Findings
II. Performance-Based Assessment	
A. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• By the end of the year lower percentages of the school's students were in the "Upper Adequate," and "Middle Adequate" categories than at the beginning of the year, and higher percentages were in the "Excellent," "Lower Adequate," and "Needs Improvement" categories, as measured by scores on the Periodic Reading Surveys in fiction. • By the end of the year higher percentages of the school's students were in the "Excellent," "Upper Adequate," "Middle Adequate," and "Lower Adequate" categories than at the beginning of the year, and a lower percentage was in the "Needs Improvement" category, as measured by scores on the Periodic Reading Surveys in nonfiction.
B. Grade 8 Writing	
1. How did the mean scale score in Grade 8 writing for students at the school compare with the system and state means?	• The school's mean scale score on the writing test was lower than either the system's or state's mean scale scores.
2. How did the school percentage of Grade 8 students "at risk" compare with the system and state percentages?	• The school's percentage of eighth graders "at risk" was higher than both the system's and state's percentages.
3. Which Grade 8 writing domains may need attention?	• More students received ratings of "Good" or "Very Good" in the domain of Content/Organization (the most heavily weighted domain) than any of the other domains. However, more than two-thirds of the school's students received ratings of "Inadequate" or "Minimal" in each domain: Content/Organization, Style, Sentence Formation, Usage, and Mechanics.

Critical Questions	**Findings**
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grade 8** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	In both 1992 and 1993 the school's students performed on the CBA as follows: • The school's students achieved the state goal in the areas of Language Arts: Reading, Mathematics, and Health, but not in Science or Social Studies. • The students achieved quality performance on the Safety, Personal Health strand and achieved the state goal on 3 of 3 Language Arts strands, all of the 5 Mathematics strands except for one in 1992, 1 of 5 Science strands, none of the 5 Social Studies strands, and 6 of the 6 Health strands. • Performance on the following strands did not meet the state goals: Mathematics: Geometry (1992 only) Science: Life Science, Earth Science, Physical Science, and Process Skills Social Studies: Geography/Environment, History/Culture, Political Organization/Citizenship, Georgia History, and Skills.
IV. **Iowa Tests of Basic Skills (ITBS)** Were there changes in reading/mathematics achievement with respect to the following? A. Regular-program students?	• No change occurred in the percentage of the school's students who scored at or above the national norm on the Iowa Tests of Basic Skills (ITBS) in 1993 in either reading or mathematics.

Critical Questions	**Findings**
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following?	
A. Regular-program students? (continued)	• The school's percentages scoring at or above the national norm continued to be below the system's percentages in both reading and in mathematics. • A longitudinal gain from 1992 to 1993 was evident in grade 8 in both reading and mathematics. Longitudinal losses occurred in both subjects in grade 7.
B. Students who attended the school for seven or more attendance periods?	• For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the ITBS in reading and mathematics were higher than the percentages obtained when the scores of all regular-program students were included in the calculations except for grade 8 in mathematics.
C. The percentage of students scoring within each quadrant?	• In reading the percentages of students scoring within the first (1-25) and third (51-75) national percentile ranges decreased slightly, while the percentage in the second (26-50) percentile range increased and the percentage in the highest range remained the same. • In mathematics the percentage of students in the lowest percentile range remained the same, the percentages in the second (26-50) and fourth (76-99) ranges decreased, and the percentage in the third (51-75) range increased.

Critical Questions	Findings
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	• On the ITBS in reading the school's Chapter I participants averaged the same loss or gain as participants in schoolwide projects systemwide in grades 6 and 7 and a lower gain in grade 8. • The school's participants in the Chapter I mathematics project averaged less gains in ITBS mathematics scores than participants systemwide in grades 6 and 7 and the same gain in grade 8.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• The school's percentage of students who were promoted to the next grade was higher than the system's percentage in grade 6, lower than the system's percentage in grade 7, and the same as the system's percentage in grade 8.

EBT:sm - SR#93
Department of Research and Evaluation
November 1, 1993

1992-93
MIDDLE SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages), and the Georgia Writing Assessment in grade 8 (administered as a part of the state-mandated testing program).

Students in grade 8 are required to provide a sample of writing during a two-hour block. Each writing sample is judged inadequate, minimal, good, or very good on five domains: Content/organization, style, sentence formation, usage, and mechanics. Detailed explanations appear with the performance-based measures reported.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 6 through 8. The tests are state required at grade 8 and locally required at grades 6 and 7.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included in the report.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program. Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades 6 through 8 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified skills is required for promotion for grades 6 and 7. Eighth grade students must meet state requirements for promotion.

LHW:ap
R&E
7/30/93

08/06/93
SYLVAN MIDDLE SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (6-8)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	829	879	922	43	4.9	93	11.2
ALL MIDDLE	10,179	10,696	13,513	2,819	26.4	3,334	14.0

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	PERCENT	ALL MIDDLE NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	797	86	12042	89
LESS THAN SEVEN ATTENDANCE PERIODS	125	14	1471	11
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	255	28	4708	35
NUMBER/PERCENT OF PUPILS NEW TO APS	132	14	1560	12
MOBILITY INDEX	.40		.32	
3. PUPIL-TEACHER RATIO	23.5		22.6	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	1101	8
5. PUPILS IN PROJECTS:				
CHAPTER I READING	922	100	8304	61
CHAPTER I MATH	922	100	8251	61
WASATCH	288	31	1965	15
CHAPTER I TAKE HOME COMPUTER	41	4	401	3
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	60	7	328	2
BILINGUAL	3	0	245	2

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL MIDDLE	
	NUMBER	PERCENT	NUMBER	PERCENT
6. PERCENT PUPIL ATTENDANCE:				
1990-91		90.4		90.7
1991-92		90.4		89.9
1992-93		88.6		88.8
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.1		96.8
1991-92		95.2		96.8
1992-93		95.9		96.8

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: SYLVAN MIDDLE SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	6	10	7	48	33	42	29	19	13	27	18	146
POSTTEST	LEVEL	6	33	23	42	29	24	16	30	21	17	12	146
DIFFERENCE	LEVEL	6	23	16	-6	-4	-18	-13	11	8	-10	-6	
PRETEST	LEVEL	7	25	12	53	25	58	27	39	18	38	18	213
POSTTEST	LEVEL	7	17	8	49	23	41	19	43	20	63	30	213
DIFFERENCE	LEVEL	7	-8	-4	-4	-2	-17	-8	4	2	25	12	
PRETEST	LEVEL	8	7	5	17	13	42	32	22	17	43	33	131
POSTTEST	LEVEL	8	10	8	21	16	37	28	25	19	38	29	131
DIFFERENCE	LEVEL	8	3	3	4	3	-5	-4	3	2	-5	-4	
			42	9	118	24	142	29	80	16	108	22	490
			60	12	112	23	102	21	98	20	118	24	490
			18	3	-6	-1	-40	-8	18	4	10	2	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

1955

1954

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: SYLVAN MIDDLE SCHOOL

					ADEQUATE								
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 6	8	6	35	24	36	25	36	25	30	21	145
POSTTEST LEVEL 6	12	8	27	19	43	30	36	25	27	19	145
DIFFERENCE LEVEL 6	4	2	-8	-5	7	5	0	0	-3	-2	
PRETEST LEVEL 7	12	6	40	20	41	20	39	19	73	36	205
POSTTEST LEVEL 7	17	8	58	28	58	28	36	18	36	18	205
DIFFERENCE LEVEL 7	5	2	18	8	17	8	-3	-1	-37	-18	
PRETEST LEVEL 8	12	10	32	27	38	32	20	17	15	13	117
POSTTEST LEVEL 8	11	9	29	25	38	32	24	21	15	13	117
DIFFERENCE LEVEL 8	-1	-1	-3	-2	0	0	4	4	0	0	
	32	7	107	23	115	25	95	20	118	25	467
	40	9	114	24	139	30	96	21	78	17	467
	8	2	7	1	24	5	1	1	-40	-8	

1956

1957

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

School: Sylvan Middle

1993 Georgia Writing Assessment - Grade 8

DOMAIN	STUDENT GROUP	DOMAIN PERFORMANCE SUMMARY			
		Percent of Papers Receiving Rating			
Dimension of Effective Writing	Regular Program Examinees	Inadequate	Minimal	Good	Very Good
1. Content/Organization					
	School	16	52	30	2
	System	14	46	34	6
	State	6	35	47	11
2. Style					
	School	29	49	20	2
	System	23	47	26	4
	State	10	42	39	9
3. Sentence Formation					
	School	31	42	25	2
	System	25	39	30	6
	State	10	31	46	13
4. Usage					
	School	25	46	28	1
	System	21	44	30	5
	State	8	33	48	12
5. Mechanics					
	School	27	51	21	1
	System	23	46	27	4
	State	10	38	43	9

Mean Scale Score
(Range 100-300)
School: 180
System: 186
State: 202

Percent At Risk
(Scale Score Below 162)
School: 24
System: 20
State: 8

Number of Scorable Papers

School: 243
System: 3,538
State: 85,537

PA ap
Department of Research and Evaluation
July 15, 1993

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

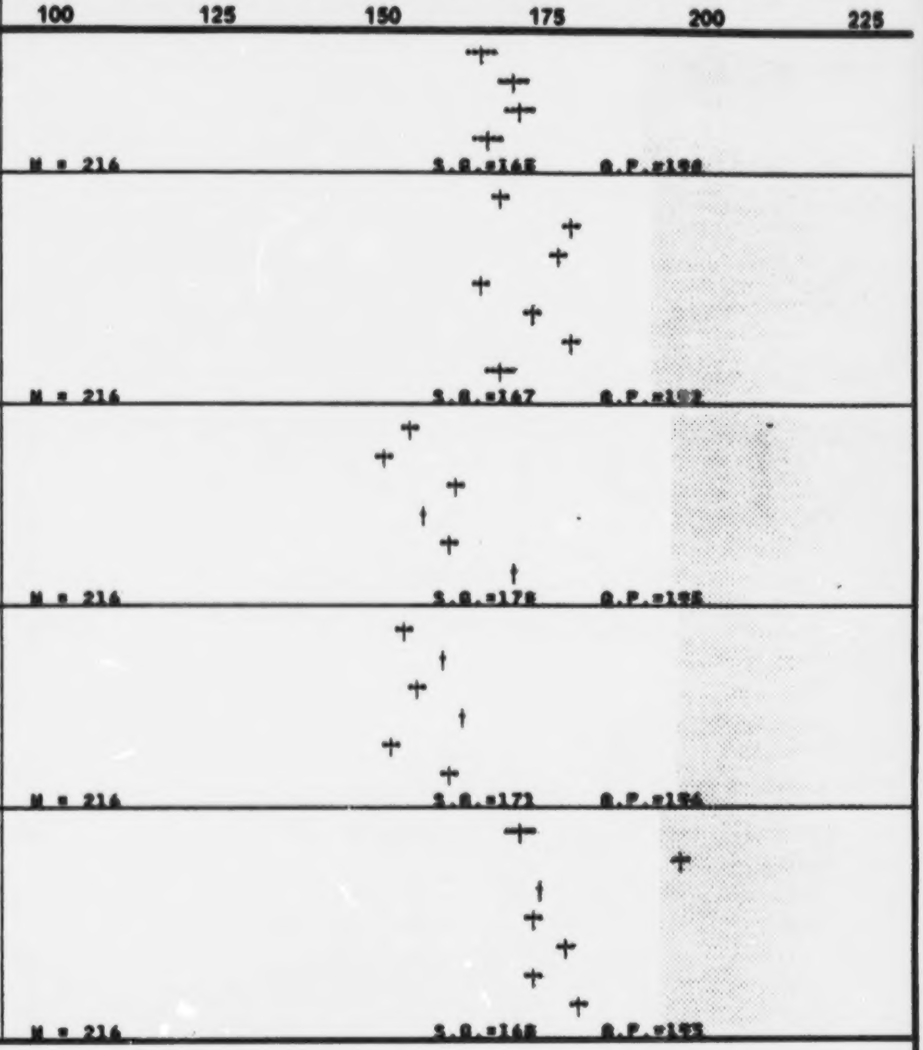
GRADE 8

System Name: ATLANTA CITY
System Code: 761
School Name: SYLVAN MIDDLE SCH.
School Code: 188

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	165 ±2
Literal Comp	170 ±2
Infer & Crit Comp	171 ±2
Reference & Study	166 ±2
MATHEMATICS	168 ±1
Numbers & Num Rel	179 ±1
Operations & Comp	177 ±1
Geometry	165 ±1
Measurement	173 ±1
Prob & Stat	179 ±1
PROBLEM SOLVING	168 ±2
SCIENCE	154 ±1
Life Science	150 ±1
Earth Science	161 ±1
Physical Science	156 ±0
Process Skills	160 ±1
Env/Sci/Tech/Soc	170 ±0
SOCIAL STUDIES	153 ±1
Geog/Environment	159 ±0
History/Culture	155 ±1
Pol Org/Citizenshp	162 ±0
GA History	151 ±1
Skills	160 ±1
HEALTH	171 ±2
Safety, Pers Health	196 ±1
Nutrition	174 ±0
Substance Abuse	173 ±1
Disease Prev	178 ±1
Environ Health	173 ±1
Growth, Dev & Fam	180 ±1

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1960

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

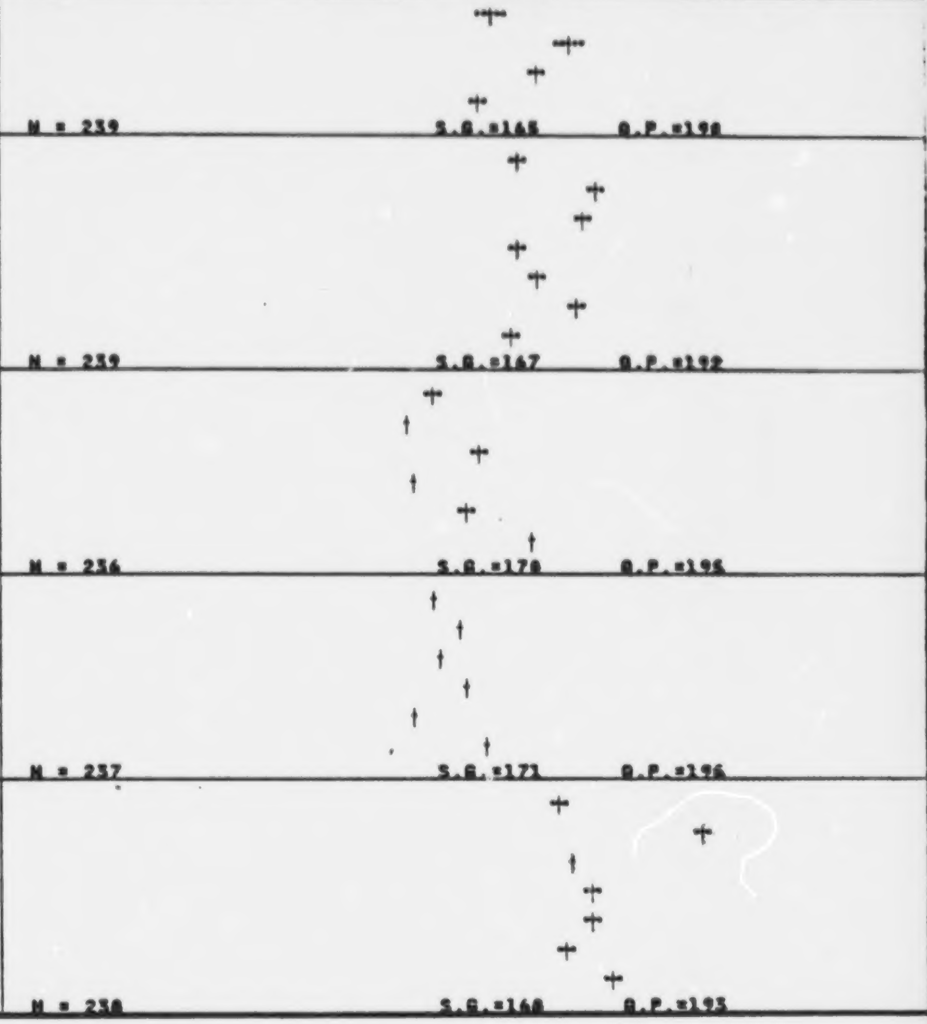
School Content Area Summary

GRADE 8

System Name: ATLANTA CITY
System Code: 761
School Name: SYLVAN MIDDLE SCH.
School Code: 188

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	166 ±2
Literal Comp	178 ±2
Infer & Crit Comp	173 ±1
Reference & Study	164 ±1
MATHEMATICS	170 ±1
Numbers & Num Rel	182 ±1
Operations & Comp	180 ±1
Geometry	170 ±1
Measurement	173 ±1
Prob & Stat	179 ±1
PROBLEM SOLVING	169 ±1
SCIENCE	157 ±1
Life Science	153 ±0
Earth Science	164 ±1
Physical Science	154 ±0
Process Skills	162 ±1
Env/Sci/Tech/Soc	172 ±0
SOCIAL STUDIES	157 ±0
Geog/Environment	161 ±0
History/Culture	158 ±0
Pol Org/Citizenshp	162 ±0
GA History	154 ±0
Skills	165 ±0
HEALTH	176 ±1
Sfty/Prs/Mntl Hlth	198 ±1
Nutrition	178 ±0
Substance Abuse	181 ±1
Disease Prev	181 ±1
Environ Health	177 ±1
Growth, Dev & Fam	184 ±1


Light shaded area = State Goal   Dark shaded area = Quality Performance

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1961

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
06	294	21	22	32	28	
07	267	35	33	30	29	
08	244	44	33	32	35	
School Total	805	33	29	31	31	
All Middle	11,814	45	39	37	37	

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
06	294	34	30	28	29	
07	265	42	33	27	23	
08	239	55	45	25	30	
School Total	798	43	36	27	27	
All Middle	11,764	47	42	40	35	-5

* Difference = 1993 - 1992

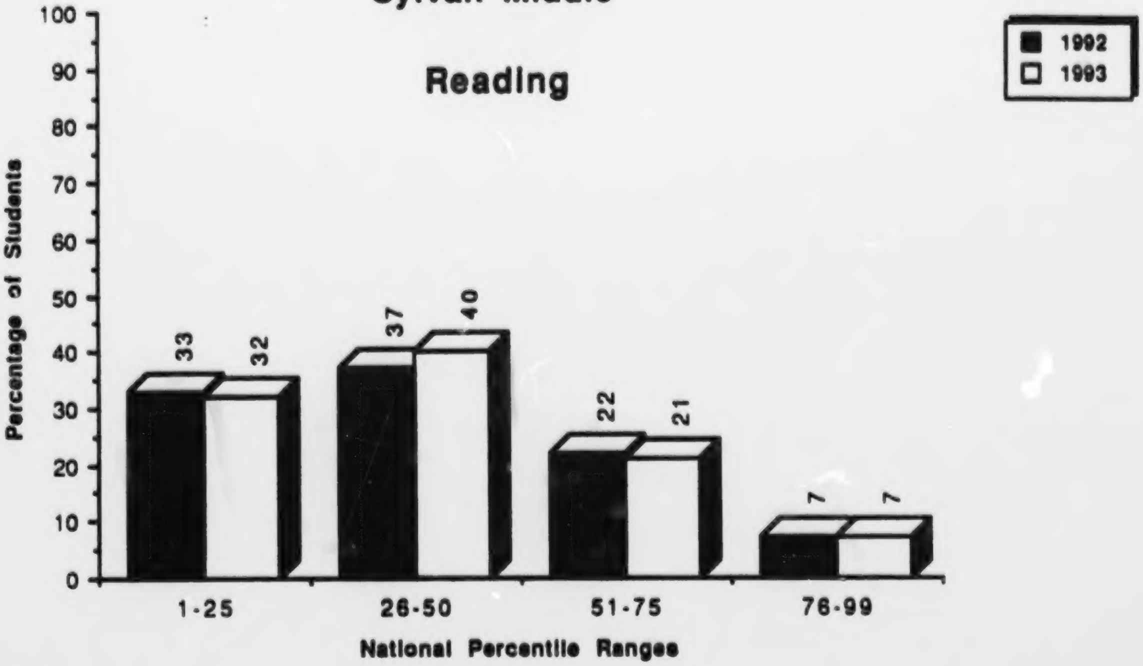
SCHOOL: 61756 SYLVAN MIDDLE SCHOOL

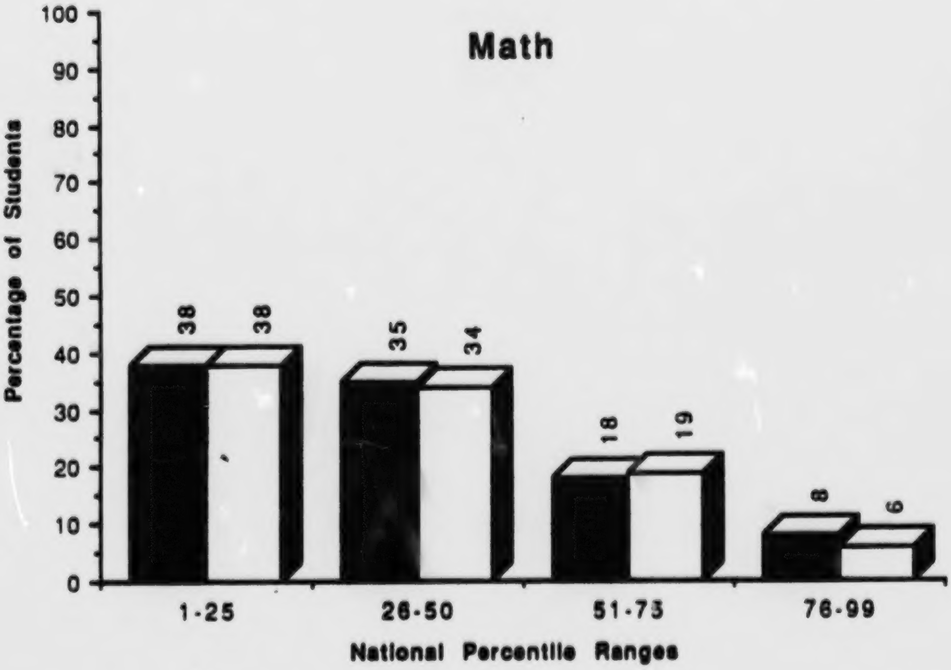
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
06	261	79	30	261	77	30
07	232	69	30	232	56	24
08	218	78	36	211	62	29
SCHOOL TOTAL	711	226	32	704	195	28
ALL MIDDLE SCHOOLS	10,740	4,126	38	10,693	3,867	36

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Sylvan Middle





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
06 SWP	113	38	32	-6	126	37	29	-8
07 SWP	158	35	40	5	163	33	33	
08 SWP	143	36	38	2	135	33	38	5

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
06 Non SWP	266	33	33		263	30	30	
06 SWP	1093	36	30	-6	1168	35	29	-6
07 Non SWP	305	32	37	5	254	29	32	3
07 SWP	1300	33	38	5	1300	32	33	1
08 Non SWP	302	32	37	5	283	30	38	8
08 SWP	1258	36	39	3	1059	33	38	5

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

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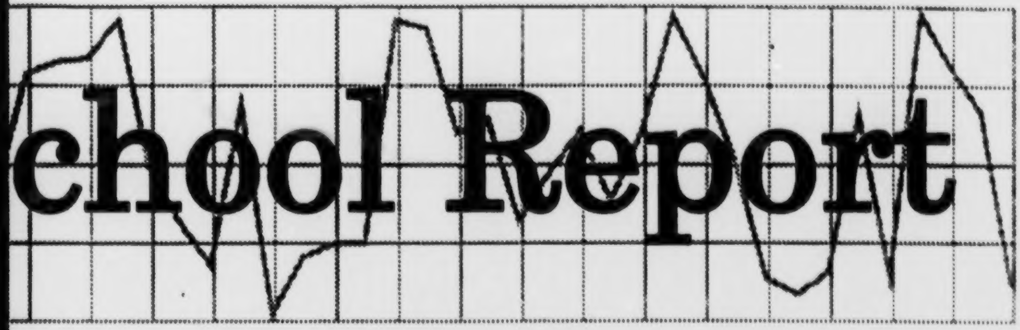
8/23/93 SYLVAN MIDDLE SCHOOL

1992-93 Progression Status Report

Grades 6 - 8

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
06	School	321	97	9	3			330
	System	4,319	91	247	5	188	4	4,754
07	School	263	90	30	10			293
	System	4,105	93	149	3	161	4	4,415
08	School	264	94			16	6	280
	System	3,929	94	53	1	184	4	4,166
	School	848	94	39	4	16	2	903
	System	12,353	93	449	3	533	4	13,335

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

THOMASVILLE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

1971

THOMASVILLE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• There has been a gradual increase in student enrollment since 1990 - 91. • The student mobility index was .36, slightly lower than the system's mobility index (.38). Eighty-six percent of the students were enrolled for at least seven attendance periods. • Chapter I services were administered through the Schoolwide Project. In addition, students were served through the Full Potential Program. • Sixty-four percent of the kindergarten students entered school with no preschool experience. • All except two first grade students had attended kindergarten. • Student attendance (93.7 percent) increased slightly but remained below the system percentage (94.2). • Staff attendance, which decreased slightly, was below the system average.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP. The percentages of students receiving "yes" ratings in each of the five capability areas were equal to or above the corresponding system and state percentages.
B. What was the ending performance of kindergarten students in writing?	• By the end of the year, 50 percent of the kindergarten students were either Phrase/Sentence Writers (Stage 6) or Simple Story Writers (Stage 7). However, over 30 percent of the kindergarten students were in the initial stages of writing (Stages 2 - 4).
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In grades 3 and 5 in the area of fiction and in grades 4 and 5 in the area of nonfiction, there were more students in the Needs Improvement category at the end of the year than at the beginning. Conversely, there was no increase in the Excellent category by the end of the year. In grades 2 and 4, there were decreases in the Needs Improvement category. Only at grade 2 was there an increase in the number of students in the Upper Adequate and Excellent categories by the end of the year.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics. Strands for which the state goal was met or exceeded both years included all strands in Mathematics and the Literal Comprehension and Reference and Study strands in Language Arts. In 1993, the state goal was also met in the Life Science strand. Quality performance was not indicated in any of the content areas or strands either year.
B. Grade 5	• At the fifth grade, taking into account the standard error, students' scores met or exceeded the state goal in the area of Language Arts in both 1992 and 1993 and in the area of Health in 1993 only. Strands for which the state goal was met or exceeded both years included all strands in the area of Language Arts; Number and Number Relations, Geometry, Probability and Statistics and Problem Solving in the area of Mathematics; and Substance Abuse in the area of Health. Quality performance was indicated for the Literal Comprehension strand both years.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• In comparison to 1991-92, there was a decrease in the percentage of students with scores at or above the national norm in both reading and mathematics. However, over 50 percent of the students had scores at or above the national norm in grades 1, 2 and 5 in reading and in grades 1, 2, 4 and 5 in mathematics.
B. Students who attended the school for seven or more attendance periods?	• When compared to the total group tested, the ITBS performance of students who attended Thomasville at least seven attendance periods was slightly higher in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	• In reading, there was an increase in the percentage of students with scores in the highest quadrant (76th - 99th percentile range) and a decrease in the percentage of students with scores in the lowest quadrant (1st-25th percentile range). In mathematics the reverse occurred. There was a decrease in the percentage of students with scores in the highest quadrant and a slight increase in the percentage of students with scores in the lowest quadrant.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• NCE gains made by Chapter I-eligible students at Thomasville were greater than those made by similar Schoolwide Project students systemwide in all grades in reading and in grades 1 and 4 in mathematics.
B. Remedial Education Program (REP)	• NCE gains were made by REP students in all grades in reading and in all grades except third in mathematics. In general, these gains were greater than those made by REP students systemwide.

Critical Questions	**Findings**
VI. **Progression Status** How did the school's progression status compare to that of the system?	- Overall, 97 percent of the students at Thomasville were promoted to the next grade as compared to 93 percent of the students systemwide. The largest percentage of retainees was in the first grade.

CV:sm - SR#69
Department of Research and Evaluation
October 25, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
THOMASVILLE HEIGHTS ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	652	654	661	7	1.1	9	1.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	571	86	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	90	14	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	146	22	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	30	5	3873	12
MOBILITY INDEX	.36		.38	
3. PUPIL-TEACHER RATIO	23.6		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	661	100	15734	50
CHAPTER I MATH	661	100	14903	47
REP READING	93	14	4384	14
REP MATH	77	12	3768	12
FULL POTENTIAL	661	100	3961	13

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	4	3	291	5
K-GARTEN - HEAD START	4	3	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	41	30	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	87	64	2391	45
FIRST GRADE - APS K-GARTEN	103	96	4862	90
FIRST GRADE - NON-APS K-GARTEN	2	2	481	9
FIRST GRADE - NO K-GARTEN	2	2	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	94.0	94.4
1991-92	93.6	94.1
1992-93	93.7	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	95.7	97.2
1991-92	97.6	97.4
1992-93	97.1	97.4

1986

1987

Thomasville Heights Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	93	93	92
II. Logical-Mathematical	96	93	93
III. Physical	98	97	96
IV. Personal	95	94	92
V. Social	94	94	93
Total Number Reported	129	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	95	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	94	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	92	90	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	94	92	93

***Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.**

1989

Department of Research and Evaluation
#383 104
7/12/93

1988

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
THOMASVILLE HEIGHTS ELEMENTARY 42777

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	.8
STAGE 3: INVENTED WORD WRITER	11	8.5
STAGE 4: COPIER	28	21.7
STAGE 5: NEW WORD WRITER	24	18.6
STAGE 6: PHRASE/SENTENCE WRITER	46	35.7
STAGE 7: SIMPLE STORY WRITER	19	14.7
TOTAL NUMBER	129	100.0

1992

1991

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

1994

1993

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: THOMASVILLE HEIGHTS ELEMENTARY

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	4	4	18	20	19	21	19	21	31	34	91
POSTTEST	LEVEL	2	21	23	29	32	22	24	11	12	8	9	91
DIFFERENCE	LEVEL	2	17	19	11	12	3	3	-8	-9	-23	-25	
PRETEST	LEVEL	3	2	3	13	20	10	15	10	15	31	47	66
POSTTEST	LEVEL	3	2	3	5	8	6	9	14	21	39	59	66
DIFFERENCE	LEVEL	3	0	0	-8	-12	-4	-6	4	6	8	12	
PRETEST	LEVEL	4	6	7	6	7	15	18	20	24	36	43	83
POSTTEST	LEVEL	4	2	2	10	12	17	20	21	25	33	40	83
DIFFERENCE	LEVEL	4	-4	-5	4	5	2	2	1	1	-3	-3	
PRETEST	LEVEL	5	1	1	11	14	17	22	18	24	29	38	76
POSTTEST	LEVEL	5	1	1	6	8	10	13	19	25	40	53	76
DIFFERENCE	LEVEL	5	0	0	-5	-6	-7	-9	1	1	11	15	
			13	4	48	15	61	19	67	21	127	40	316
			26	8	50	16	55	17	65	21	120	38	316
			13	4	2	1	-6	-2	-2	0	-7	-2	

1995

1996

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: THOMASVILLE HEIGHTS ELEMENTARY

		EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
				UPPER		MIDDLE		LOWER				
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 4	5	6	11	14	13	17	27	35	22	28	78
POSTTEST	LEVEL 4	0	0	6	8	14	18	19	24	39	50	78
DIFFERENCE	LEVEL 4	-5	-6	-5	-6	1	1	-8	-11	17	22	
PRETEST	LEVEL 5	0	0	1	1	12	16	23	32	37	51	73
POSTTEST	LEVEL 5	0	0	3	4	9	12	20	27	41	56	73
DIFFERENCE	LEVEL 5	0	0	2	3	-3	-4	-3	-5	4	5	
		5	3	12	8	25	17	50	33	59	39	151
		0	0	9	6	23	15	39	26	80	53	151
		-5	-3	-3	-2	-2	-2	-11	-7	21	14	

2000

1999

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

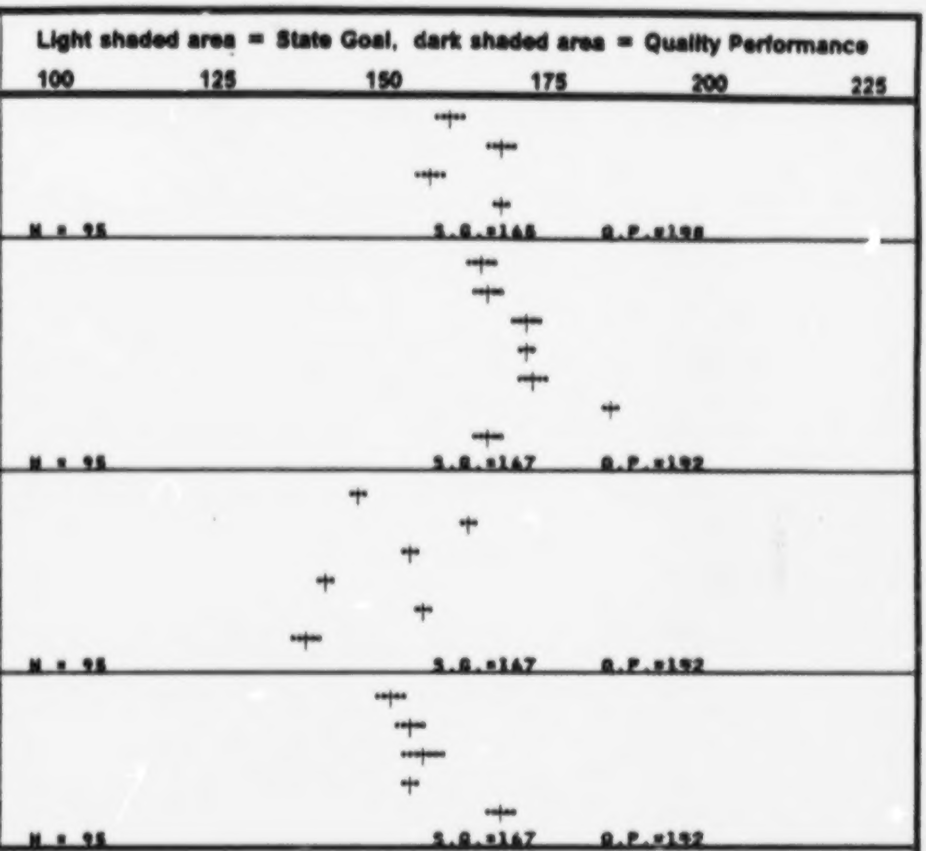
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: THOMASVILLE HEIGHTS
School Code: 5067

Date Printed: 24NOV92
REVISED (Social Studies ONLY)



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	160 ±2	
Literal Comp	168 ±2	
Infer & Crit Comp	157 ±2	
Reference & Study	168 ±1	
		N = 95 S.G.=165 Q.P.=198
MATHEMATICS	165 ±2	
Numbers & Num Rel	166 ±2	
Operations & Comp	172 ±2	
Geometry	172 ±1	
Measurement	173 ±2	
Prob & Stat	185 ±1	
PROBLEM SOLVING	166 ±2	
		N = 95 S.G.=167 Q.P.=192
SCIENCE	146 ±1	
Life Science	163 ±1	
Earth Science	154 ±1	
Physical Science	141 ±1	
Process Skills	156 ±1	
Env/Sci/Tech/Soc	138 ±2	
		N = 95 S.G.=167 Q.P.=192
SOCIAL STUDIES	151 ±2	
Communities	154 ±2	
Citizenship	156 ±3	
American Heritage	154 ±1	
Skills	168 ±2	
		N = 95 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2001

ǂ = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

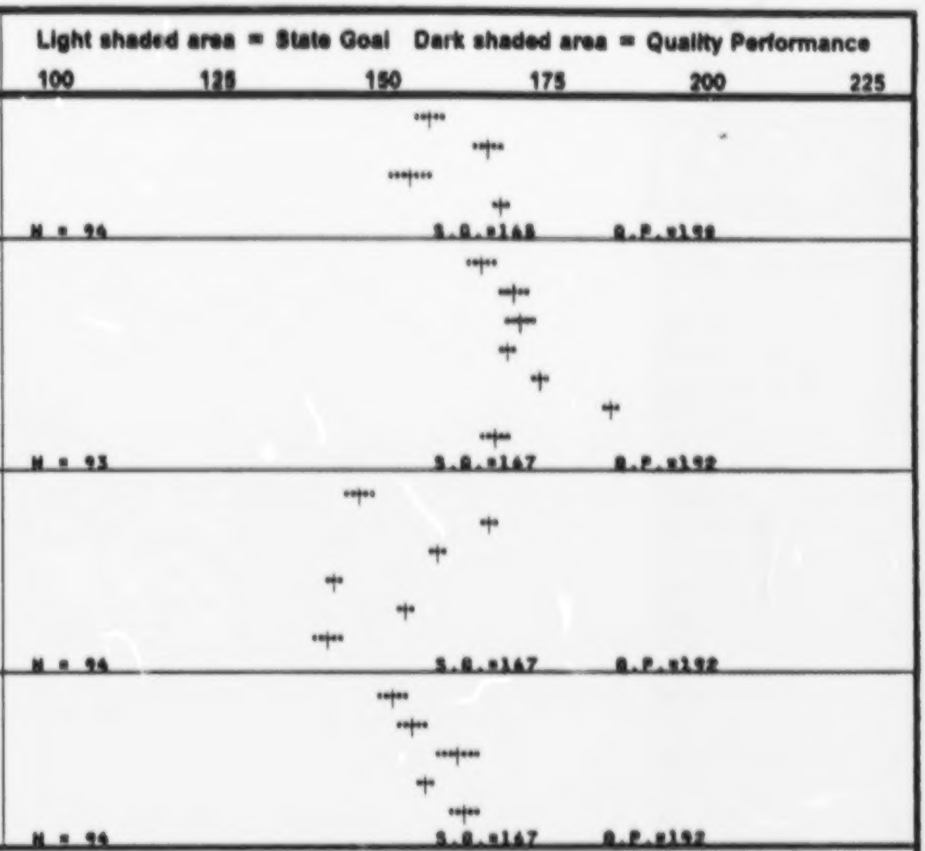
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: THOMASVILLE HEIGHTS
School Code: 5067

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	157 ±2
Literal Comp	166 ±2
Infer & Crit Comp	154 ±3
Reference & Study	168 ±1
MATHEMATICS	165 ±2
Numbers & Num Rel	170 ±2
Operations & Comp	171 ±2
Geometry	169 ±1
Measurement	174 ±1
Prob & Stat	185 ±1
PROBLEM SOLVING	167 ±2
SCIENCE *	146 ±2
Life Science	166 ±1
Earth Science	158 ±1
Physical Science	142 ±1
Process Skills	153 ±1
Env/Sci/Tech/Soc	141 ±2
SOCIAL STUDIES	151 ±2
Communities	154 ±2
Citizenship	161 ±3
American Heritage	156 ±1
Skills	162 ±2



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

2002

GEORGIA CURRICULUM BASED ASSESSMENT

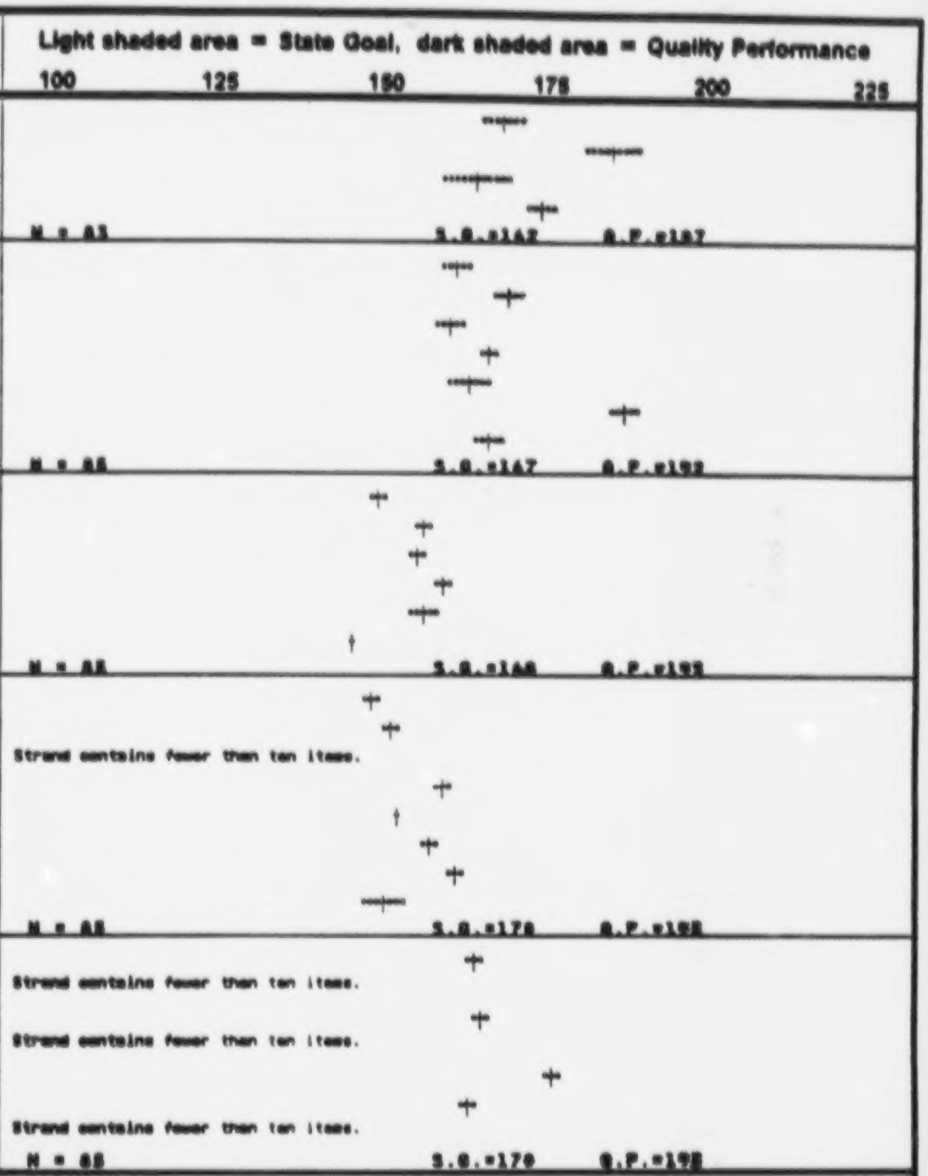
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: THOMASVILLE HEIGHTS E
School Code: 5067

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	168 ±3	
Literal Comp	185 ±4	
Infer & Crit Comp	164 ±5	
Reference & Study	174 ±2	
		N = 83 S.G.=162 Q.P.=187
MATHEMATICS	161 ±2	
Numbers & Num Rel	169 ±2	
Operations & Comp	160 ±2	
Geometry	166 ±1	
Measurement	163 ±3	
Prob & Stat	187 ±2	
PROBLEM SOLVING	166 ±2	
		N = 85 S.G.=167 Q.P.=192
SCIENCE	149 ±1	
Life Science	156 ±1	
Earth Science	155 ±1	
Physical Science	159 ±1	
Process Skills	156 ±2	
Env/Sci/Tech/Soc	145 ±0	
		N = 88 S.G.=168 Q.P.=193
SOCIAL STUDIES	148 ±1	
Geog Regions	151 ±1	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	159 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	157 ±1	
U.S. 1932-present	161 ±1	
Skills	150 ±3	
		N = 88 S.G.=170 Q.P.=198
HEALTH	164 ±1	
Safety	No report	Strand contains fewer than ten items.
Nutrition	165 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	176 ±1	
Growth, Dev & Fam	163 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 88 S.G.=170 Q.P.=198



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

2003

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

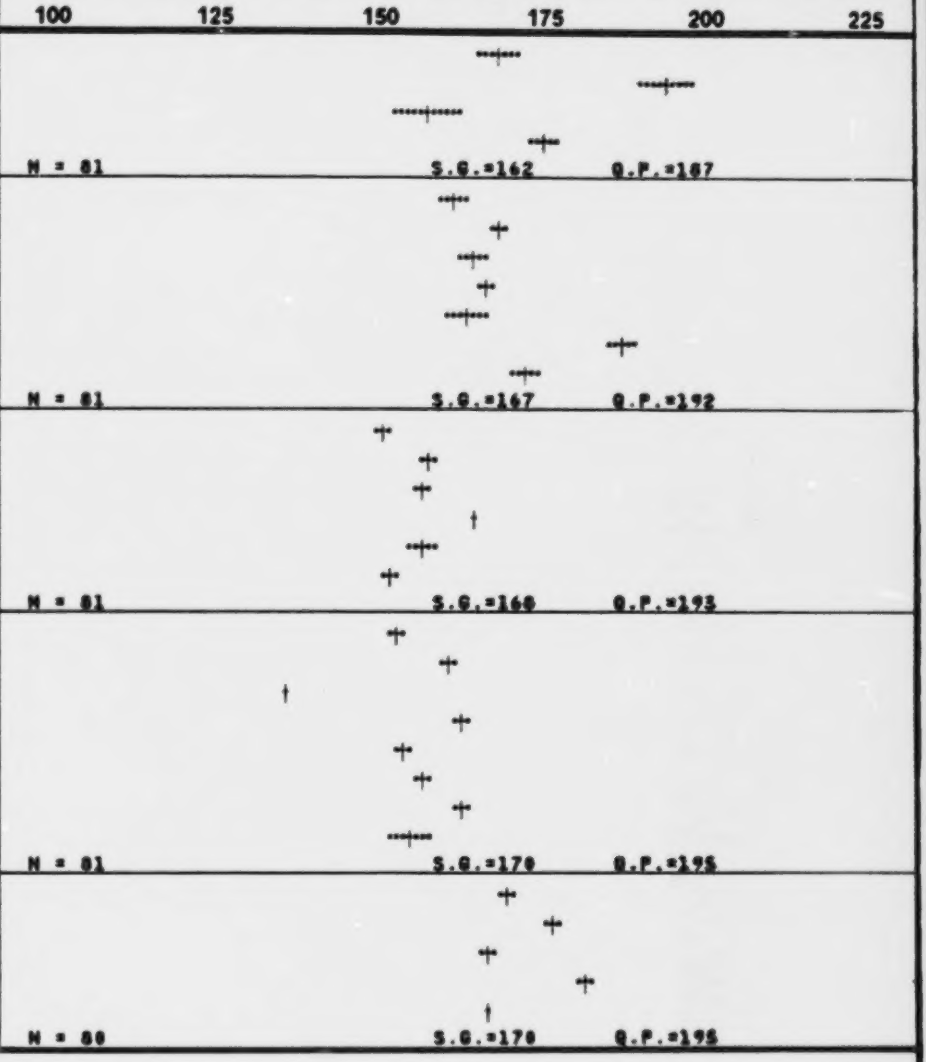
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: THOMASVILLE HEIGHTS E
School Code: 5067

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	168 ±3	
Literal Comp	194 ±4	
Infer & Crit Comp	157 ±5	
Reference & Study	175 ±2	
		N = 81 S.G.=162 Q.P.=187
MATHEMATICS	161 ±2	
Numbers & Num Rel	168 ±1	
Operations & Comp	164 ±2	
Geometry	166 ±1	
Measurement	163 ±3	
Prob & Stat	187 ±2	
PROBLEM SOLVING	172 ±2	
		N = 81 S.G.=167 Q.P.=192
SCIENCE	150 ±1	
Life Science	157 ±1	
Earth Science	156 ±1	
Physical Science	164 ±0	
Process Skills	156 ±2	
Env/Sci/Tech/Soc	151 ±1	
		N = 81 S.G.=160 Q.P.=193
SOCIAL STUDIES	152 ±1	
Geog Regions	160 ±1	
Canada Hist/Geog	135 ±0	
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	156 ±1	
U.S. 1932-present	162 ±1	
Skills	154 ±3	
		N = 81 S.G.=170 Q.P.=195
HEALTH	169 ±1	
Sfty/Prs/Mntl Hlth	176 ±1	
Nutrition	166 ±1	
Substance Abuse	181 ±1	
Growth, Dev & Fam	166 ±0	
		N = 80 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2004

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

ccs

10/06/93 THOMASVILLE HEIGHTS ELEMENTARY

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	110	85	52	61	80	
02	112	67	52	73	56	
03	100	68	60	35	36	
04	82	70	52	47	43	
05	81	63	47	63	56	
School Total	485	71	53	57	55	-2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	109	85	86	73	76	
02	111	98	74	88	79	
03	100	50	45	46	32	
04	80	64	42	44	51	
05	80	75	45	51	50	
School Total	480	73	59	62	59	-3
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

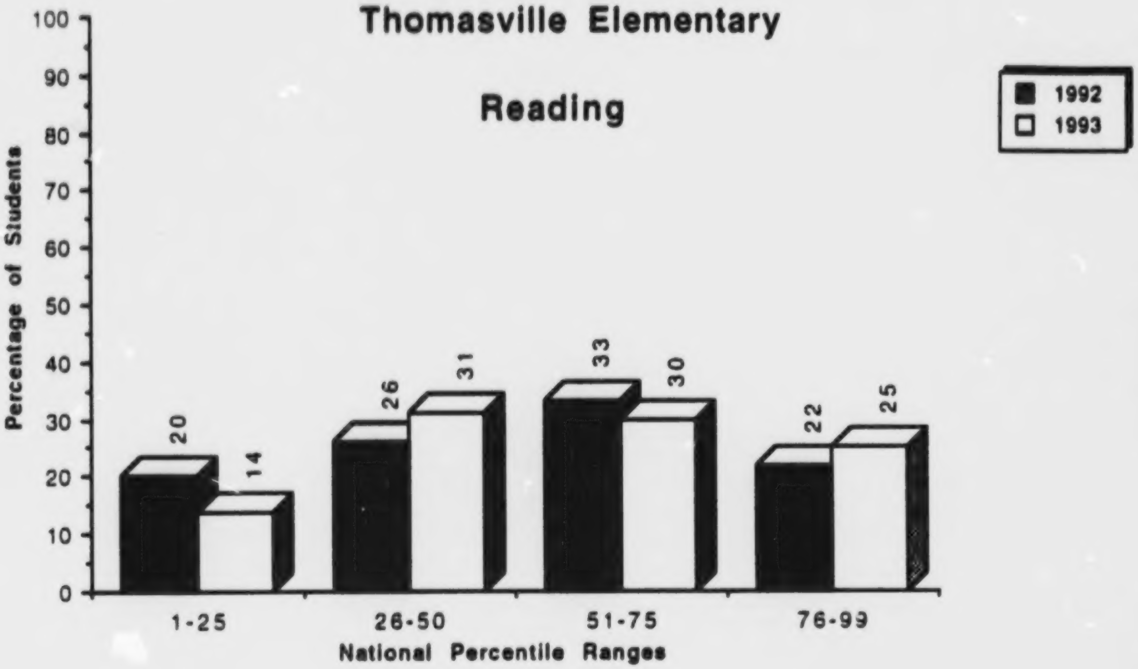
SCHOOL: 42777 THOMASVILLE HEIGHTS ELEMENTARY

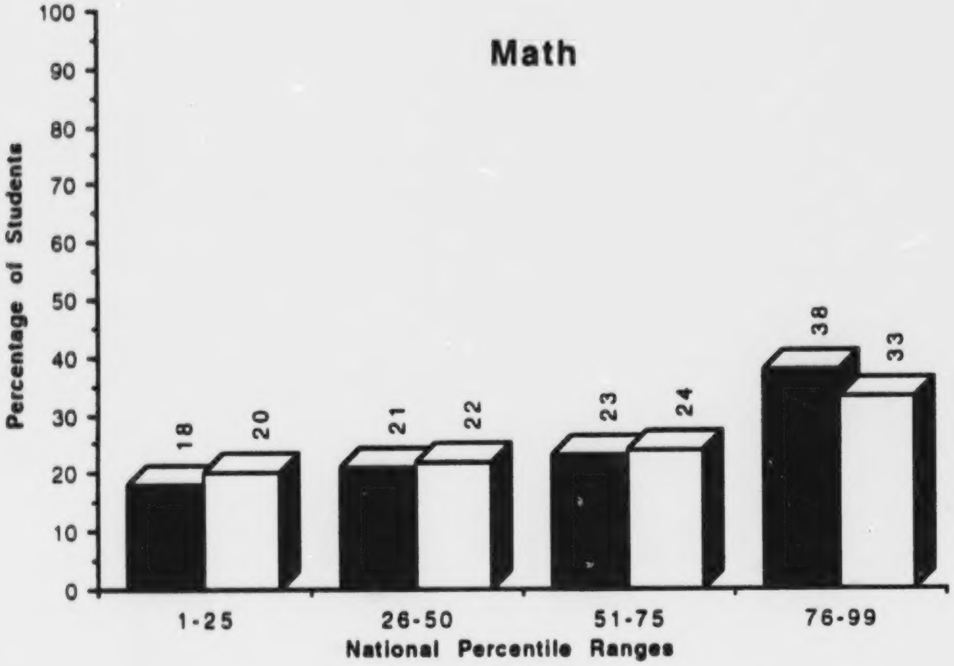
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	94	75	80	94	72	77
02	102	59	58	101	80	79
03	85	31	36	85	29	34
04	72	31	43	71	38	54
05	72	42	58	72	38	53
SCHOOL TOTAL	425	238	56	423	257	61
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation
A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	42	34	46	12	35	36	59	23
03 SWP	29	33	42	9	12	33	27	-6
04 SWP	41	38	46	8	31	34	41	7
05 SWP	39	32	46	14	39	34	38	4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	22	32	42	10	19	40	43	3
03	19	37	41	4	11	58	29	-29
04	21	37	44	7	17	29	41	12
05	19	25	43	18	18	29	40	11

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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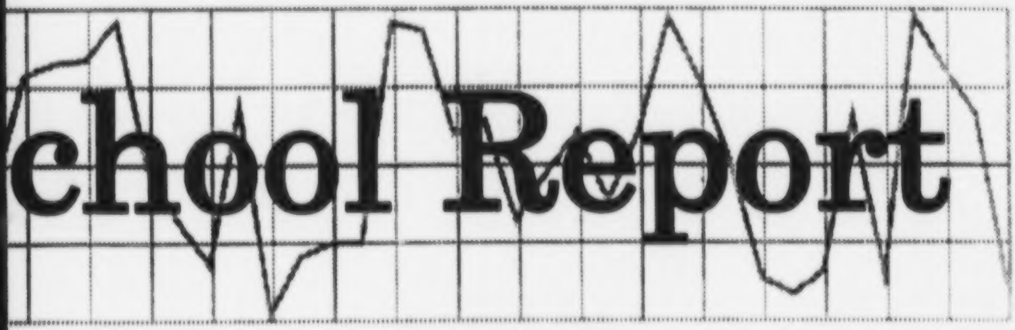
* Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	129	100					129
	System	5,184	95			294	5	5,478
01	School	101	90	1	1	10	9	112
	System	4,879	89	202	4	408	7	5,489
02	School	117	98	1	1	2	2	120
	System	4,527	91	257	5	185	4	4,969
03	School	98	97	3	3			101
	System	4,598	92	260	5	113	2	4,971
04	School	89	96	3	3	1	1	93
	System	4,608	94	227	5	82	2	4,917
05	School	95	100					95
	System	4,588	96	191	4	20		4,799
	School	629	97	8	1	13	2	650
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

TOOMER
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

2016

TOOMER ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Student enrollment declined over a three-year period. • The student mobility index (.38) was exactly the same as that of the system. Fifteen percent of the students were enrolled less than seven attendance periods. • Forty percent of the kindergarten students entered school with little or no preschool experience as compared to 45 percent of the kindergarten students systemwide. • All first grade students attended kindergarten. • Student attendance increased to 95.3 percent and remained above the system average. • Staff attendance also increased to 98.2 percent and was above the system average.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Based on GKAP results, special attention may be needed in the Communicative and Personal Capabilities. The data reported for the key indicators for the Communicative and Logical-Mathematical Capabilities can not be used for comparison purposes because no information was recorded for approximately one-third of the students.
B. What was the ending performance of kindergarten students in writing?	• Over 50 percent of the kindergarten students were either Phrase/Sentence Writers or Simple Story Writers by the end of the school year. However, over 40 percent of the students were in the first four writing stages.

Critical Questions	Findings
II. **Performance-Based Assessment (contd.)**	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• By the end of the school year, there was an overall increase in the percentage of students scoring in the Excellent category and a corresponding decrease in the percentage of students scoring in the Needs Improvement category. This trend was not evident in grade 5 in the area of fiction. For these students, at the end of the year, more had scores in the Needs Improvement category and fewer had scores in the Excellent category. The data available for grade 3 appear to be incomplete based on the small number of students for whom pretest and posttest results were reported.
III. **Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5** In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. Strands in which the state goal was met or exceeded both years included: Literal Comprehension and Reference and Study (Language Arts), all strands in the area of Mathematics, and Citizenship and Skills (Social Studies). Additional strands in which the state goal was met in 1993 only included Inference and Critical Comprehension (Language Arts) and Life Science (Science). Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.
B. Grade 5	• In the fifth grade, students' scores met or exceeded the state goal in the areas of Language Arts and Health in both 1992 and 1993 and in the area of Mathematics in 1993 only. Specific strands for which the state goal was met or exceeded both years included all strands in the area of Language Arts; Numbers and Number Relations, Probability and Statistics, and Problem Solving (Mathematics); and Nutrition and Substance Abuse (Health). Additional strands in which the state goal was met in 1993 only included Measurement and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand in both 1992 and 1993.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills** (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Schoolwide, the percentage of students with scores at or above the national norm in reading remained at 40 percent. The only grade with more than one-half of the students scoring at or above the national norm in reading was grade 4. • In mathematics, there was a 12-point decrease in the percentage of students with scores at or above the national norm.
B. Students who attended the school for seven or more attendance periods?	• In both reading and mathematics, the ITBS performance of students who attended Toomer at least seven attendance periods was slightly higher than the performance of the entire student body tested at Toomer.
C. The percentage of students scoring within each quadrant?	• In reading, there were only minor shifts in the distribution of test scores. There were slight increases in both the lowest (1st - 25th) and highest (76th - 99th) percentile ranges and slight decreases in the two middle quadrants. • In mathematics, the changes were more dramatic. There were decreases in the percentages of students scoring at or above the national norm at both the 51st to 75th percentile range and the 76th - 99th percentile range.
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• Chapter I students made NCE gains in grades 2 and 4 in reading and mathematics. The mean NCE gains made by Toomer's students were greater than those made by similar Chapter I students systemwide in grade 2 in reading and in grade 4 in reading and mathematics.
B. Remedial Education Program (REP)	• Similarly, NCE gains made by Toomer's REP students were greater than those made by REP students systemwide in grade 2 in reading and in grade 4 in both reading and mathematics.

Critical Questions	Findings
VI. Progression Status How did the school's progression status compare to that of the system?	- Overall, 90 percent of Toomer's students were promoted to the next grade as compared to 93 percent of the students systemwide. Only three students were retained but 26 students in grades 1,3,4 and 5 were administratively placed in the next grade.

R&E/CV:lf:jep October 27, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
TOOMER ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	337	305	286	-19	-6.2	-51	-15.1
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	244	85	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	42	15	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	88	31	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	26	9	3873	12
MOBILITY INDEX	.38		.38	
3. PUPIL-TEACHER RATIO	22.0		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	67	23	15734	50
CHAPTER I MATH	54	19	14903	47
REP READING	54	19	4384	14
REP MATH	33	12	3768	12

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	11	23	291	5
K-GARTEN - HEAD START	2	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	15	32	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	19	40	2391	45
FIRST GRADE - APS K-GARTEN	43	93	4862	90
FIRST GRADE - NON-APS K-GARTEN	3	7	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		95.6		94.4
1991-92		94.5		94.1
1992-93		95.3		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		98.7		97.2
1991-92		97.4		97.4
1992-93		98.2		97.4

Toomer Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	89	93	92
II Logical-Mathematical	96	93	93
III Physical	93	97	96
IV. Personal	87	94	92
V. Social	93	94	93
Total Number Reported	46	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	59	93	92
B. Processes Auditory Information	59	92	92
C. Communicates Orally	59	91	92
D. Demonstrates Emergent Literacy	57	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	59	90	91
B. Makes Comparisons	59	91	91
C. Knows Numbers 1 to 10	54	93	93
D. Extends Patterns	54	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

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**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
TOOMER ELEMENTARY SCHOOL 42784

	NUMBER	PERCENT
STAGE 1: PICTOGRAPHIC WRITER	4	8.9
STAGE 2: SCRIBBLE WRITER	4	8.9
STAGE 3: INVENTED WORD WRITER	3	6.7
STAGE 4: COPIER	8	17.8
STAGE 5: NEW WORD WRITER	3	6.7
STAGE 6: PHRASE/SENTENCE WRITER	7	15.6
STAGE 7: SIMPLE STORY WRITER	16	35.6
TOTAL NUMBER	45	100.2

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: TOOMER ELEMENTARY SCHOOL

					ADEQUATE							
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	0	0	8	22	6	17	8	22	14	39	36
POSTTEST	LEVEL 2	6	17	21	58	7	19	2	6	0	0	36
DIFFERENCE	LEVEL 2	6	17	13	36	1	2	-6	-16	-14	-39	
PRETEST	LEVEL 3	1	6	4	22	6	33	4	22	3	17	18
POSTTEST	LEVEL 3	1	6	3	17	5	28	1	6	8	44	18
DIFFERENCE	LEVEL 3	0	0	-1	-5	-1	-5	-3	-16	5	27	
PRETEST	LEVEL 4	1	2	7	14	9	18	10	20	22	45	49
POSTTEST	LEVEL 4	10	20	11	22	8	16	14	29	6	12	49
DIFFERENCE	LEVEL 4	9	18	4	8	-1	-2	4	9	-16	-33	
PRETEST	LEVEL 5	2	4	5	10	4	8	10	21	27	56	48
POSTTEST	LEVEL 5	0	0	1	2	4	8	8	17	35	73	48
DIFFERENCE	LEVEL 5	-2	-4	-4	-8	0	0	-2	-4	8	17	
		4	3	24	16	25	17	32	21	66	44	151
		17	11	36	24	24	16	25	17	49	32	151
		13	8	12	8	-1	-1	-7	-4	-17	-12	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: TOOMER ELEMENTARY SCHOOL

				ADEQUATE							
	EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	4	8	5	10	14	29	10	21	15	31	48
POSTTEST LEVEL 4	13	27	10	21	7	15	6	13	12	25	48
DIFFERENCE LEVEL 4	9	19	5	11	-7	-14	-4	-8	-3	-6	
PRETEST LEVEL 5	0	0	5	10	2	4	10	20	32	65	49
POSTTEST LEVEL 5	3	6	0	0	7	14	10	20	29	59	49
DIFFERENCE LEVEL 5	3	6	-5	-10	5	10	0	0	-3	-6	
	4	4	10	10	16	16	20	21	47	48	97
	16	16	10	10	14	14	16	16	41	42	97
	12	12	0	0	-2	-2	-4	-5	-6	-6	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

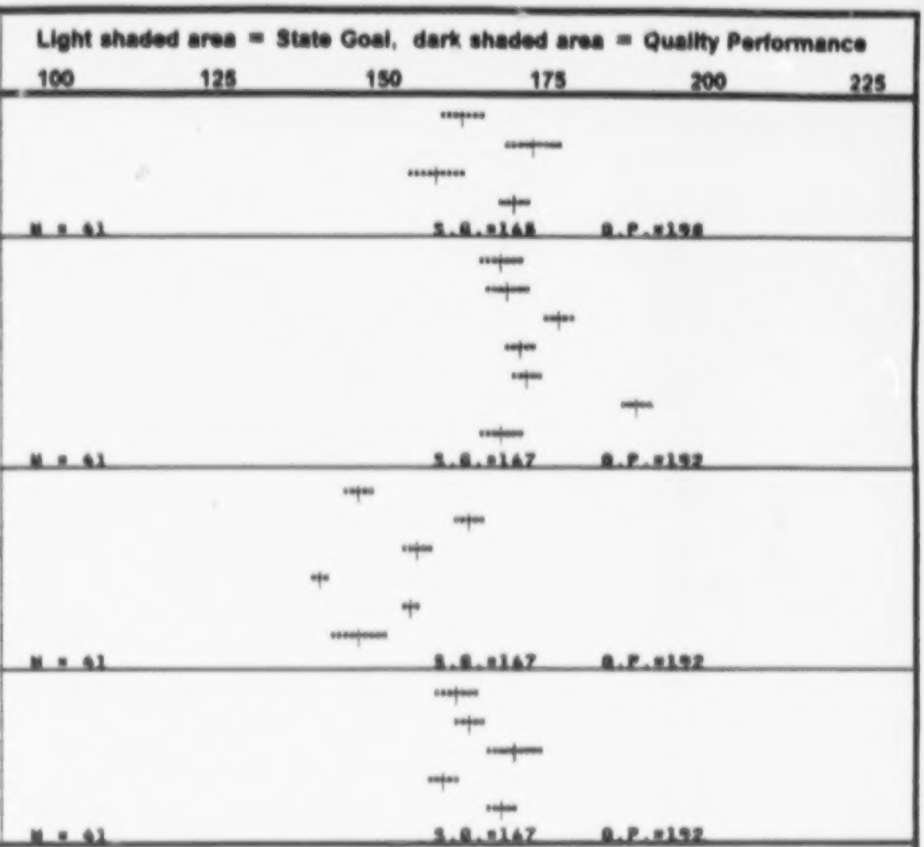
GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: TOOMER, FRED A ELEM
School Code: 5567

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	162 ±3
Literal Comp	173 ±4
Infer & Crit Comp	158 ±4
Reference & Study	170 ±2
MATHEMATICS	168 ±3
Numbers & Num Rel	169 ±3
Operations & Comp	177 ±2
Geometry	171 ±2
Measurement	172 ±2
Prob & Stat	189 ±2
PROBLEM SOLVING	168 ±3
SCIENCE	146 ±2
Life Science	163 ±2
Earth Science	155 ±2
Physical Science	140 ±1
Process Skills	154 ±1
Env/Sci/Tech/Soc	146 ±4
SOCIAL STUDIES	161 ±3
Communities	163 ±2
Citizenship	170 ±4
American Heritage	159 ±2
Skills	168 ±2

Light shaded area = State Goal, dark shaded area = Quality Performance



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2044

ǂ = the school score
••• = the standard error (S.E.)

CCSCA5

GEORGIA CURRICULUM BASED ASSESSMENT

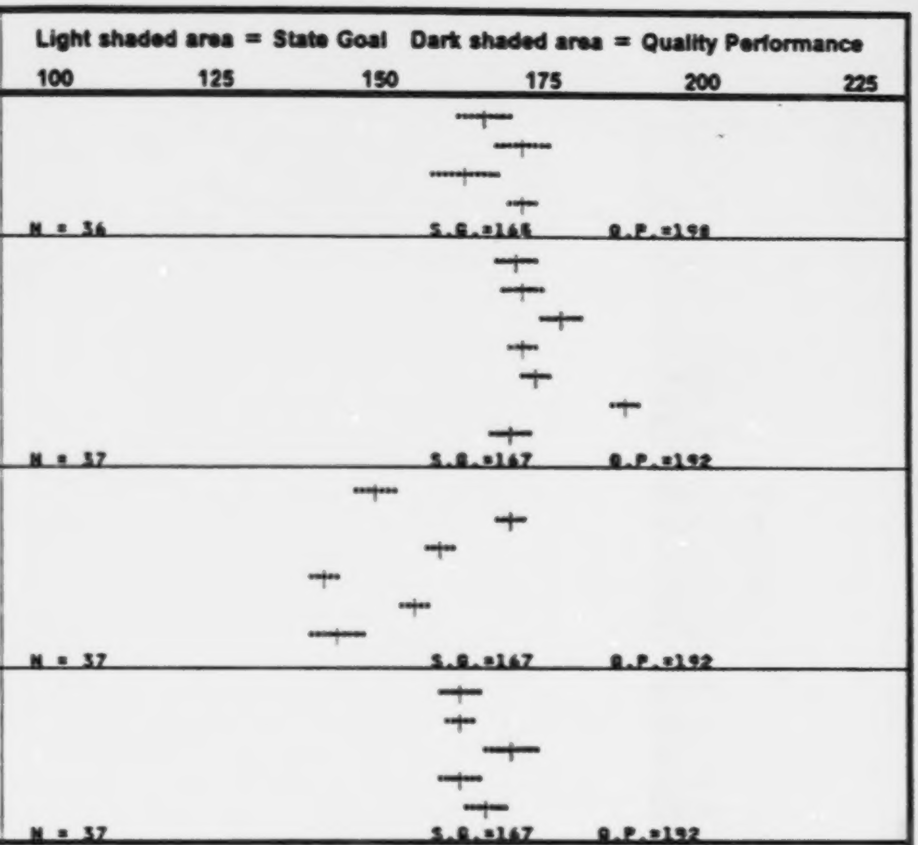
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: TOOMER, FRED A ELEM
School Code: 5567

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	166 ±4
Literal Comp	172 ±4
Infer & Crit Comp	163 ±5
Reference & Study	172 ±2
MATHEMATICS	171 ±3
Numbers & Num Rel	172 ±3
Operations & Comp	178 ±3
Geometry	172 ±2
Measurement	174 ±2
Prob & Stat	188 ±2
PROBLEM SOLVING	170 ±3
SCIENCE *	149 ±3
Life Science	170 ±2
Earth Science	159 ±2
Physical Science	141 ±2
Process Skills	155 ±2
Env/Sci/Tech/Soc	143 ±4
SOCIAL STUDIES	162 ±3
Communities	162 ±2
Citizenship	170 ±4
American Heritage	162 ±3
Skills	166 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2045

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

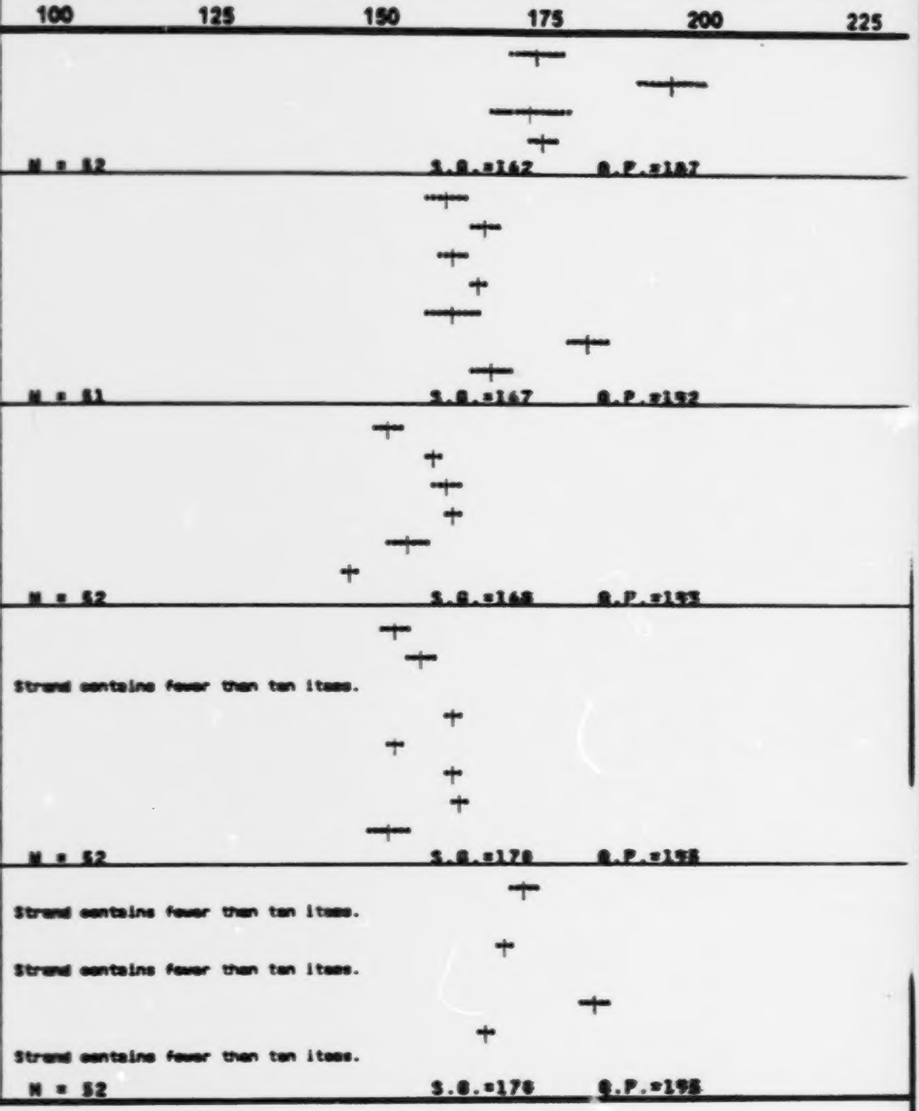
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

System Name: ATLANTA CITY
System Code: 761
School Name: TOOMER, FRED A ELEM
School Code: 5567

GRADE 5

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	174 ±4	
Literal Comp	195 ±5	
Infer & Crit Comp	173 ±6	
Reference & Study	175 ±2	
		N = 52 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	166 ±2	
Operations & Comp	161 ±2	
Geometry	165 ±1	
Measurement	161 ±4	
Prob & Stat	182 ±3	
PROBLEM SOLVING	167 ±3	
		N = 51 S.G.=167 Q.P.=192
SCIENCE	151 ±2	
Life Science	158 ±1	
Earth Science	160 ±2	
Physical Science	161 ±1	
Process Skills	154 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 52 S.G.=168 Q.P.=193
SOCIAL STUDIES	152 ±2	
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	161 ±1	
U.S. 1932-present	162 ±1	
Skills	151 ±3	
		N = 52 S.G.=178 Q.P.=198
HEALTH	172 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 52 S.G.=178 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2046

+ = the school score
--- = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

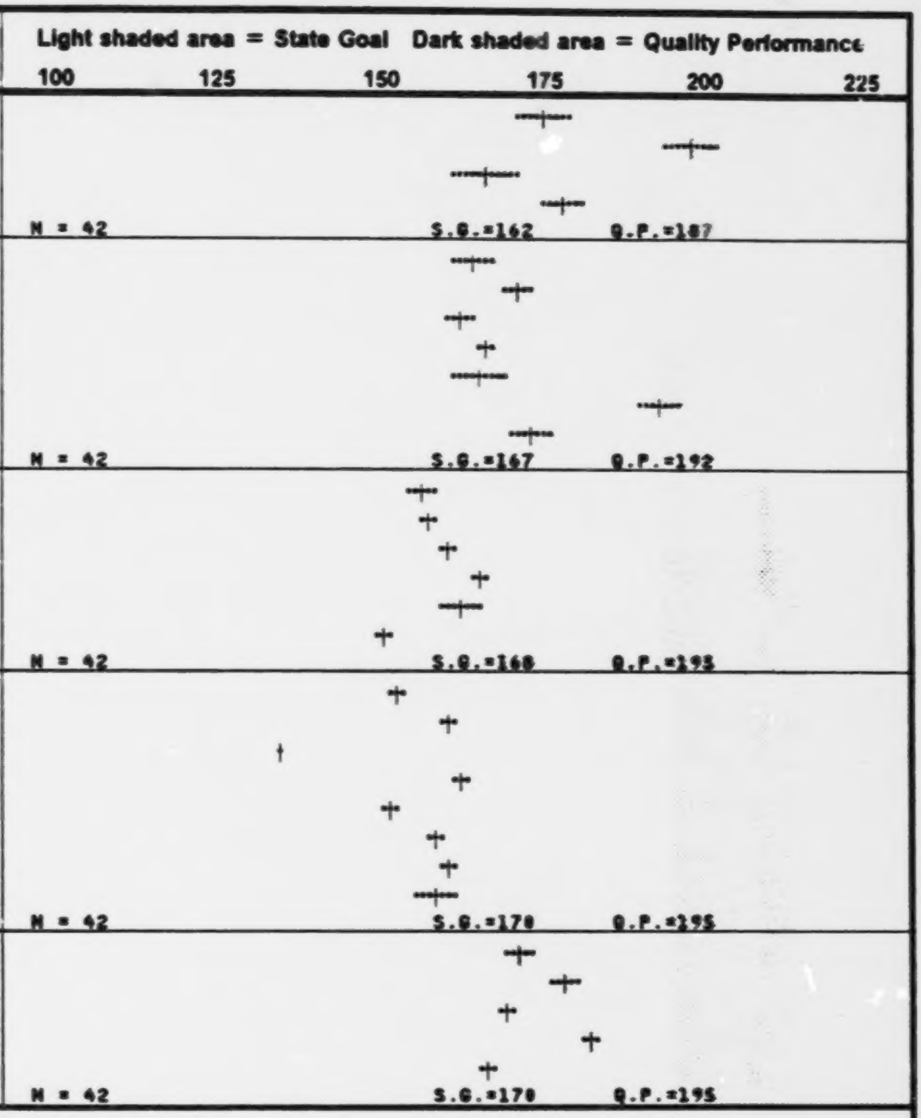
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: TOOMER, FRED A ELEM
School Code: 5567

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	175 ±4
Literal Comp	198 ±4
Infer & Crit Comp	166 ±5
Reference & Study	178 ±3
MATHEMATICS	164 ±3
Numbers & Num Rel	171 ±2
Operations & Comp	162 ±2
Geometry	166 ±1
Measurement	165 ±4
Prob & Stat	193 ±3
PROBLEM SOLVING	173 ±3
SCIENCE	156 ±2
Life Science	157 ±1
Earth Science	160 ±1
Physical Science	165 ±1
Process Skills	162 ±3
Env/Sci/Tech/Soc	150 ±1
SOCIAL STUDIES	152 ±1
Geog Regions	160 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	158 ±1
U.S. 1932-present	160 ±1
Skills	158 ±3
HEALTH	171 ±2
Sfty/Prs/Mntl Hlth	178 ±2
Nutrition	169 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

2047

┼ = the school score
--- = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

CCSCA

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	45	80	56	30	33	
02	40	56	41	52	40	
03	38	60	48	24	24	
04	46	47	42	46	67	
05	42	47	39	44	31	
School Total	211	58	45	40	40	
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	44	78	100	61	36	
02	40	71	63	74	48	
03	38	72	45	35	37	
04	47	44	47	29	43	
05	42	37	45	41	19	
School Total	211	60	58	48	36	-12
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

SCHOOL: 42784 TOOMER ELEMENTARY SCHOOL

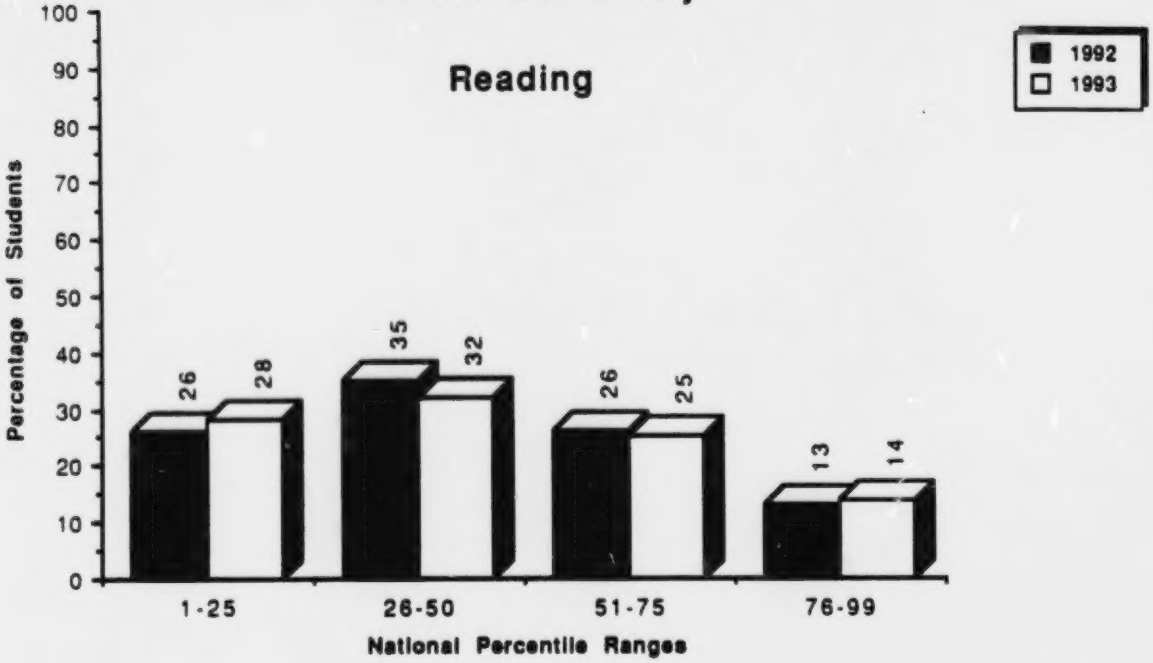
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

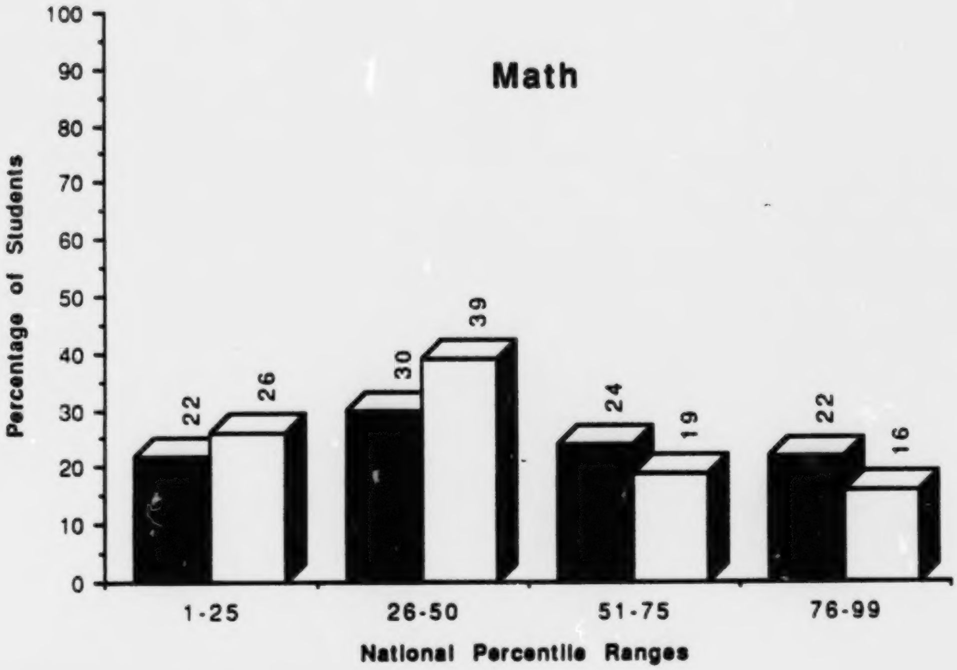
	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	37	14	38	36	14	39
02	34	14	41	34	17	50
03	34	9	26	34	14	41
04	39	26	67	40	17	43
05	41	13	32	41	8	20
SCHOOL TOTAL	185	76	41	185	70	38
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Toomer Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	21	30	41	11	12	39	42	3
03 Non SWP	11	29	28	-1				
04 Non SWP	20	38	55	17	16	40	47	7
05 Non SWP	10	39	35	-4	24	34	30	-4

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 TOOMER ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

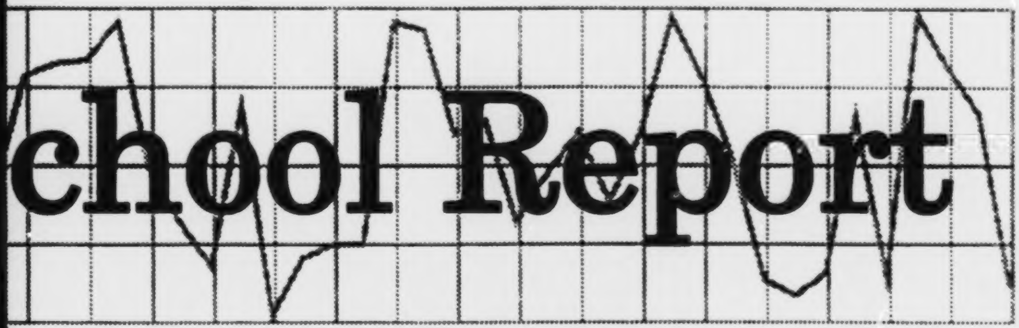
	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	15	24	42	18	9	39	39	
03	9	28	29	1	1	32	28	-4
04	13	33	52	19	6	30	49	19
05	13	35	39	4	15	28	28	

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

TOWNS
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

2059

TOWNS ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• The enrollment of Towns as a K - 5 school in 1993 was 402 students. Fewer students (82 percent) remained on active roll for seven or more of nine attendance periods in 1993, as reflected in the increased mobility index of .54. • The average class size was 21 students. Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages. • Towns operated a preschool program from which 12 percent of the kindergarten students attended. An additional 44 percent attended Head Start or other community preschool programs prior to entering school. • All of the first grade students, except one, attended kindergarten. • Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, computer-assisted instruction and local projects and services.

Critical Questions	Findings
II. Performance-Based Assessment	• The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 69 kindergarten students in five areas. The percentages of students receiving "Yes" rating on these five areas were Communicative (97 percent), Logical/Mathematics (93 percent), Physical (99 percent), Personal (99 percent), and Social (99 percent). A range of 87 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical. A small group of students needed additional instruction for Knows Numbers From 1 to 10 (12 percent) and Emergent Literacy (13 percent).
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 67 students showed the following number of students in each stage of writing development: Pictographic Writer (6), Scribble Writer (2), Invented Word Writer (10), Copier (6), New Word Writer (2), Phrase/Sentence Writer (16), Simple Story Writer (16), Intermediate Story Writer (9) and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences, write a story that consisted of short related sentences, and to write a story that had a beginning, middle and end.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program. • The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third, fourth, and fifth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories. At the end of the year, 16 percent more students performed in the Excellent category.

Critical Questions	Findings
II. Performance-Based Assessment	
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	• The pretest and posttest results for the nonfiction reading selection showed improved performance for fifth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent category. For fourth graders, more students ended the year in the Needs Improvement and Lower Adequate categories. (The results are reported for students who had both pretest and posttest scores, and the numbers of students reported were less than the grade level totals.)
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? A. Grade 3 B. Grade 5	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading, and Mathematics. The Science strand at the State Goal for both years was Life Science, and the Social Studies strands at the State Goal for both years were Citizenship, and Skills.
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal performance level in the content areas of Language Arts/Reading and Health. Students also performed at the State Goal for both years on three Mathematics strands (Numbers and Number Relations, Geometry, and Probability and Statistics) and Problem Solving. The Literal Reading Comprehension strand was at the Quality Performance level for both years.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)**	
Were there changes in reading/mathematics achievement with respect to the following: A. Regular-program students?	• Achievement on the ITBS in 1992 showed that 45 percent of the students in grades 1 through 7 earned scores at or above the national norm for reading and 47 percent for mathematics. • Total school performance on the ITBS for 1993 showed an increase from 45 to 59 percent for reading and 47 to 59 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: • Grade 1 - 55 percent for Reading; 62 percent for Mathematics Grade 2 - 60 percent for Reading; 76 percent for Mathematics Grade 3 - 67 percent for Reading; 54 percent for Mathematics Grade 4 - 43 percent for Reading; 40 percent for Mathematics Grade 5 - 71 percent for Reading; 55 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Eighty-two percent of Town's students remained stable at the school for seven or more attendance periods (140 or more of 180 days). The national norm achievement level for this stable group of students was 1 percent higher in reading and 2 percent higher in mathematics, when compared with total students tested.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement, as there were more students earning scores in the 51 to 76 percentile range for reading and 76 to 99 percentile range for mathematics.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• Towns implemented the traditional Chapter I Program in which students averaged 1 to 16 NCE gains for reading and 7 to 11 NCE gains for mathematics. • Systemwide, students in traditional Chapter I Programs earned 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was for third grade mathematics where a loss of one NCE occurred.
B. Remedial Education Program (REP)	• REP data for third and fifth grade showed NCE gains for reading and mathematics. Systemwide, REP students in grades 3 through 5 made gains for reading, and students in grades 2, 4 and 5 improved in mathematics. The exceptions were for second grade where the reading NCE score was maintained, and for third grade which lost 1 NCE point for mathematics.
VI. Progression Status How did the school's progression status compare to that of the system?	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 93 to 99 percent of the kindergarten students demonstrated overall capabilities for the five developmental areas on the GKAP, and all were promoted. • The progression status report for 1992 - 93 showed that 92 percent of Towns' K - 5 students were promoted, 3 percent were administratively placed, and 5 percent were retained. Last year in 1991 - 92, 91 percent of the K - 7 students were promoted, 5 percent were administratively placed and 3 percent were retained. • Systemwide progression status for 1993 showed that 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

08/06/93
TOWNS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	416	421	402	-19	-4.5	-14	-3.4
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	328	82	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	74	18	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	203	50	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	50	12	3873	12
MOBILITY INDEX	.54		.38	
3. PUPIL-TEACHER RATIO	21.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	67	17	15734	50
CHAPTER I MATH	76	19	14903	47
REP READING	3	1	4384	14
REP MATH	7	2	3768	12

08/06/93
TOWNS ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	9	12	291	5
K-GARTEN - HEAD START	3	4	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	29	40	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	32	44	2391	45
FIRST GRADE - APS K-GARTEN	75	93	4862	90
FIRST GRADE - NON-APS K-GARTEN	5	6	481	9
FIRST GRADE - NO K-GARTEN	1	1	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.3		94.4
1991-92		95.0		94.1
1992-93		93.9		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		97.3		97.4
1992-93		96.6		97.4

Towns Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	97	93	92
II. Logical-Mathematical	93	93	93
III. Physical	99	97	96
IV. Personal	99	94	92
V. Social	99	94	93
Total Number Reported	69	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	94	93	92
B. Processes Auditory Information	96	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	87	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	91	90	91
B. Makes Comparisons	96	91	91
C. Knows Numbers 1 to 10	88	93	93
D. Extends Patterns	91	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993

TOWNS ELEMENTARY SCHOOL 43791

		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	6	9.0
STAGE 2:	SCRIBBLE WRITER	2	3.0
STAGE 3:	INVENTED WORD WRITER	10	14.9
STAGE 4:	COPIER	6	9.0
STAGE 5:	NEW WORD WRITER	2	3.0
STAGE 6:	PHRASE/SENTENCE WRITER	16	23.9
STAGE 7:	SIMPLE STORY WRITER	16	23.9
STAGE 8:	INTERMEDIATE STORY WRITER	9	13.4
	TOTAL NUMBER	67	100.1

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: TOWNS ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	4	10	12	29	12	29	4	10	9	22	41
POSTTEST LEVEL 4	2	5	10	24	11	27	6	15	12	29	41
DIFFERENCE LEVEL 4	-2	-5	-2	-5	-1	-2	2	5	3	7	
PRETEST LEVEL 5	0	0	6	14	9	21	10	23	18	42	43
POSTTEST LEVEL 5	9	21	10	23	6	14	10	23	8	19	43
DIFFERENCE LEVEL 5	9	21	4	9	-3	-7	0	0	-10	-23	
	4	5	18	21	21	25	14	17	27	32	84
	11	13	20	24	17	20	16	19	20	24	84
	7	8	2	3	-4	-5	2	2	-7	-8	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

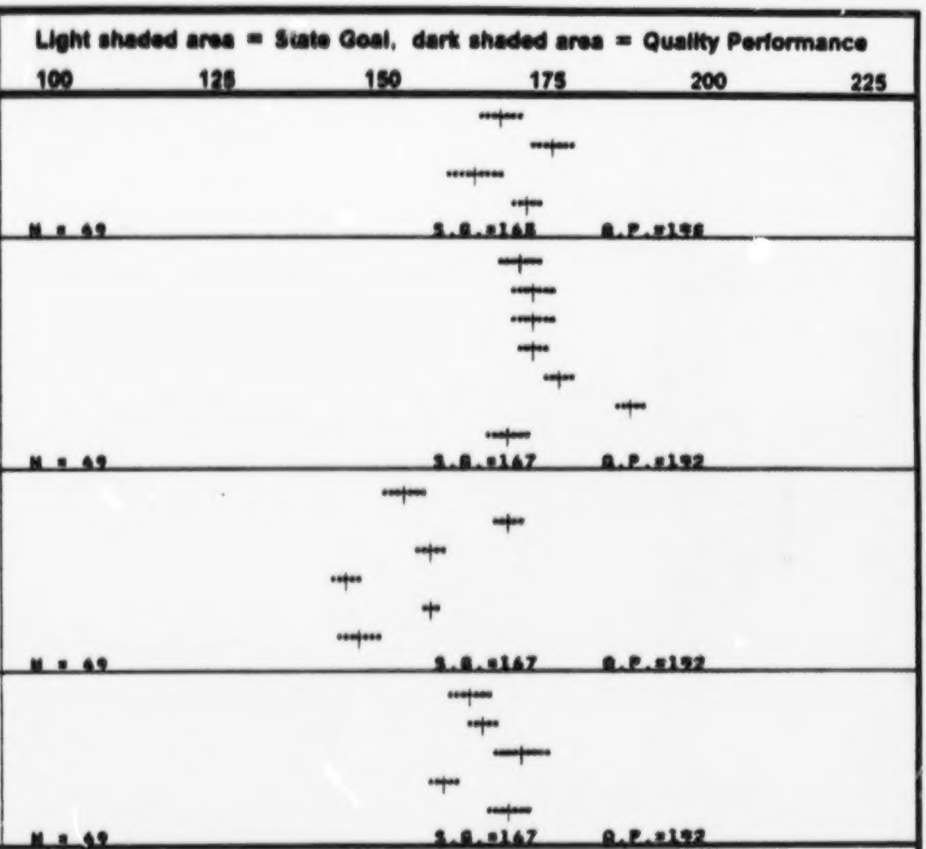
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: TOWNS ELEM
School Code: 1068

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	168 ±3
Literal Comp	176 ±3
Infer & Crit Comp	164 ±4
Reference & Study	172 ±2
MATHEMATICS	171 ±3
Numbers & Num Rel	173 ±3
Operations & Comp	173 ±3
Geometry	173 ±2
Measurement	177 ±2
Prob & Stat	188 ±2
PROBLEM SOLVING	169 ±3
SCIENCE	153 ±3
Life Science	169 ±2
Earth Science	157 ±2
Physical Science	144 ±2
Process Skills	157 ±1
Env/Sci/Tech/Soc	146 ±3
SOCIAL STUDIES	163 ±3
Communities	165 ±2
Citizenship	171 ±4
American Heritage	159 ±2
Skills	169 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2091

† = the school score
*** = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

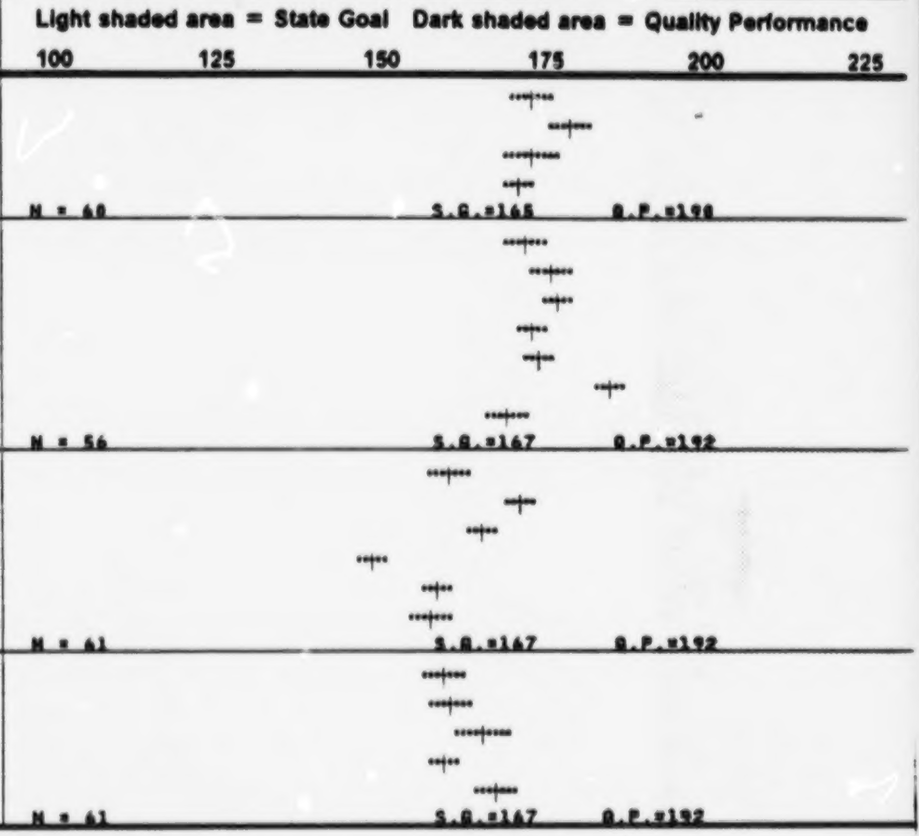
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: TOWNS ELEM
School Code: 1068

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	173 ±3
Literal Comp	179 ±3
Infer & Crit Comp	173 ±4
Reference & Study	171 ±2
MATHEMATICS	172 ±3
Numbers & Num Rel	176 ±3
Operations & Comp	177 ±2
Geometry	173 ±2
Measurement	174 ±2
Prob & Stat	185 ±2
PROBLEM SOLVING	169 ±3
SCIENCE *	160 ±3
Life Science	171 ±2
Earth Science	165 ±2
Physical Science	148 ±2
Process Skills	158 ±2
Env/Sci/Tech/Soc	157 ±3
SOCIAL STUDIES	159 ±3
Communities	160 ±3
Citizenship	165 ±4
American Heritage	159 ±2
Skills	167 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

ǂ = the school score
*** = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

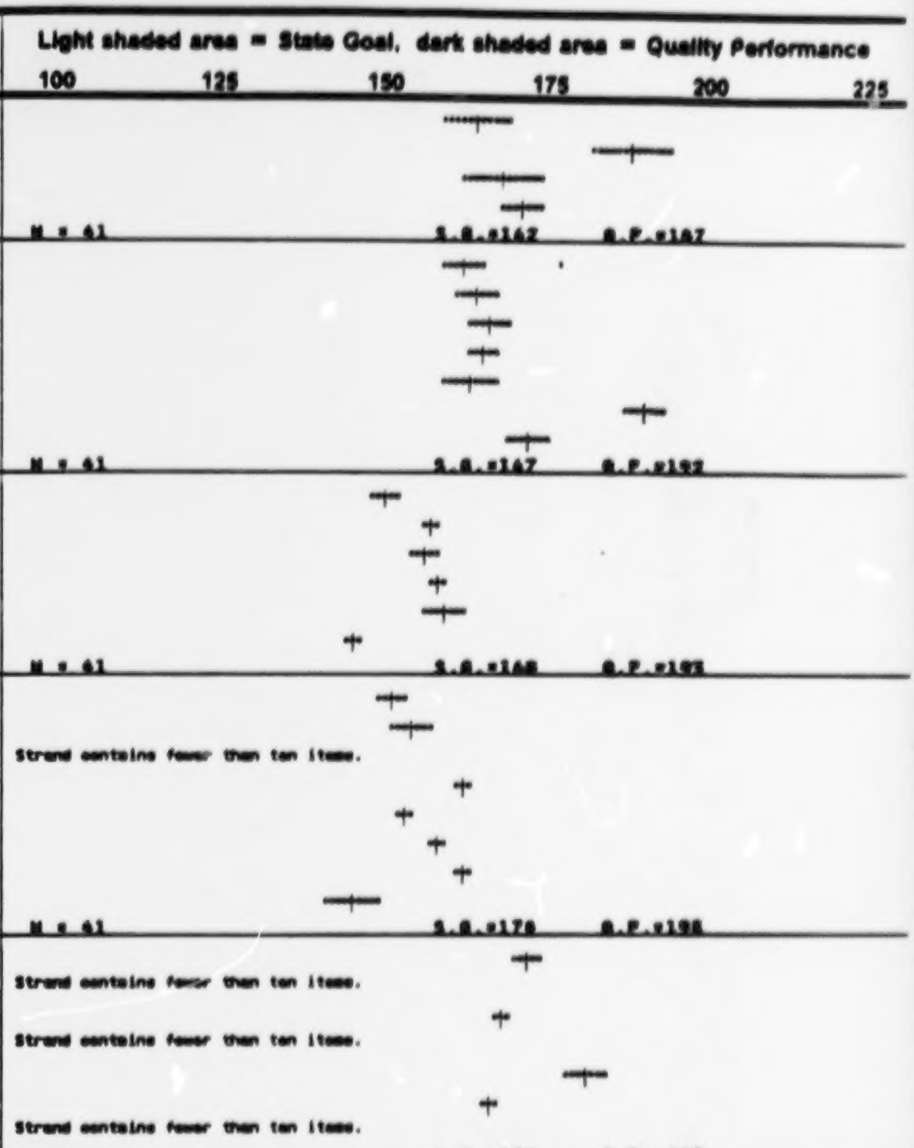
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: TOWNS ELEM
School Code: 1068

Date Printed: 11NOV9



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	164 ±5	
Literal Comp	188 ±6	
Infer & Crit Comp	168 ±6	
Reference & Study	171 ±3	
		N = 41 S.G.=162 Q.P.=187
MATHEMATICS	162 ±3	
Numbers & Num Rel	164 ±3	
Operations & Comp	166 ±3	
Geometry	165 ±2	
Measurement	163 ±4	
Prob & Stat	190 ±3	
PROBLEM SOLVING	172 ±3	
		N = 41 S.G.=167 Q.P.=192
SCIENCE	150 ±2	
Life Science	157 ±1	
Earth Science	156 ±2	
Physical Science	158 ±1	
Process Skills	159 ±3	
Env/Sci/Tech/Soc	145 ±1	
		N = 41 S.G.=168 Q.P.=193
SOCIAL STUDIES	151 ±2	
Geog Regions	154 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	162 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	162 ±1	
Skills	145 ±4	
		N = 41 S.G.=170 Q.P.=195
HEALTH	172 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	181 ±3	
Growth, Dev & Fam	166 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 41 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2093

+ = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

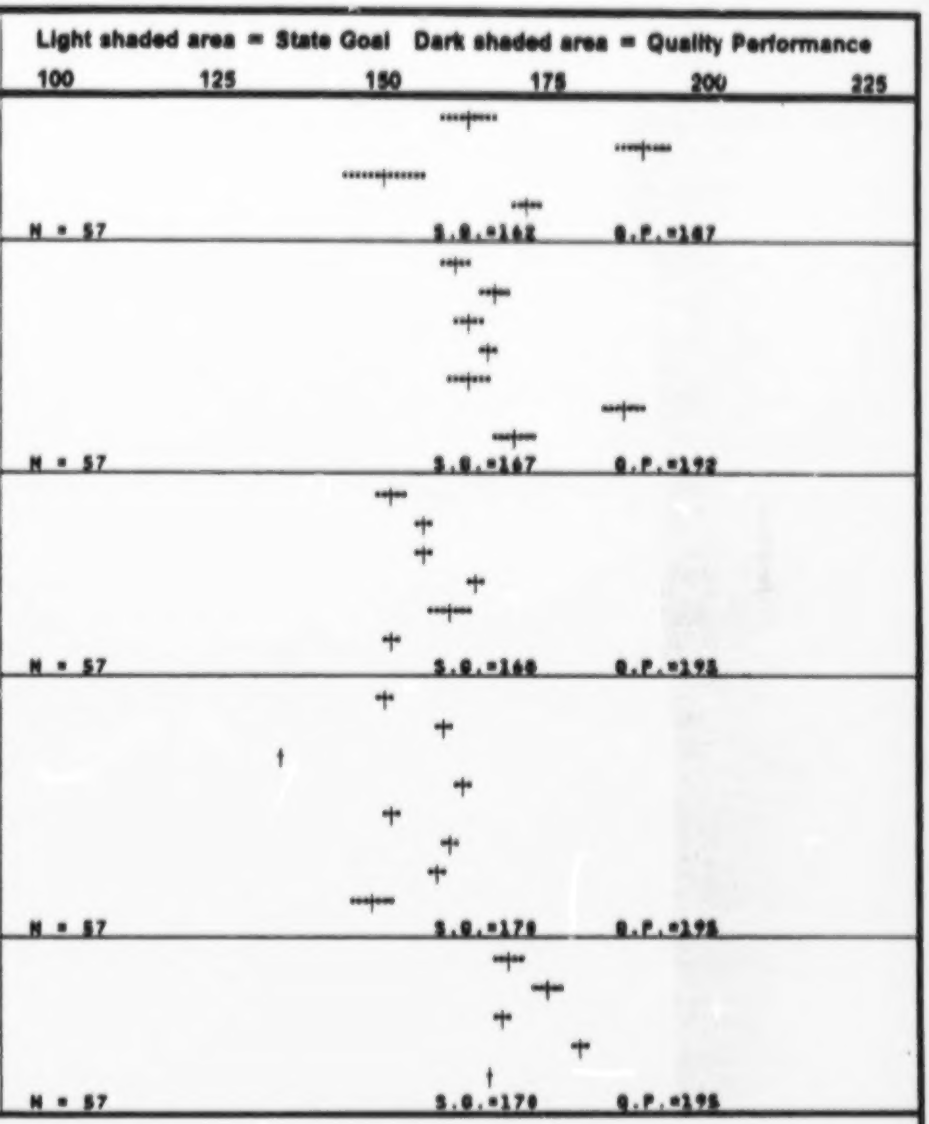
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: TOWNS ELEM
School Code: 1068

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	163 ±4
Literal Comp	190 ±4
Infer & Crit Comp	150 ±6
Reference & Study	172 ±2
MATHEMATICS	161 ±2
Numbers & Num Rel	167 ±2
Operations & Comp	163 ±2
Geometry	166 ±1
Measurement	163 ±3
Prob & Stat	187 ±3
PROBLEM SOLVING	170 ±3
SCIENCE	151 ±2
Life Science	156 ±1
Earth Science	156 ±1
Physical Science	164 ±1
Process Skills	160 ±3
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	150 ±1
Geog Regions	159 ±1
Canada Hist/Geog	134 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	151 ±1
U.S. 1875-1932	160 ±1
U.S. 1932-present	158 ±1
Skills	148 ±3
HEALTH	169 ±2
Sfty/Prs/Mntl Hlth	175 ±2
Nutrition	168 ±1
Substance Abuse	180 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2094

† = the school score
··· = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93 TOWNS ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	75	67	83	53	55	
02	72	63	37	54	60	
03	63	68	60	79	67	
04	54	29	27	29	43	
05	62	40	34	42	71	
06		36	26	20		
07		50	50	34		
School Total	326	52	47	45	59	14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

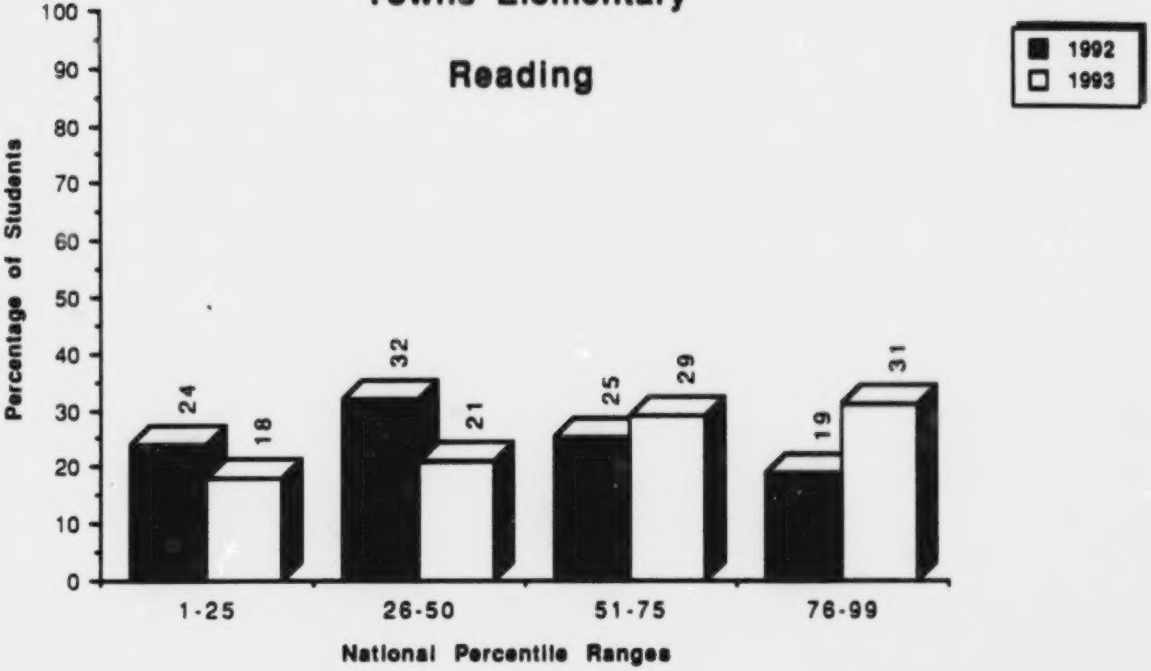
Mathematics

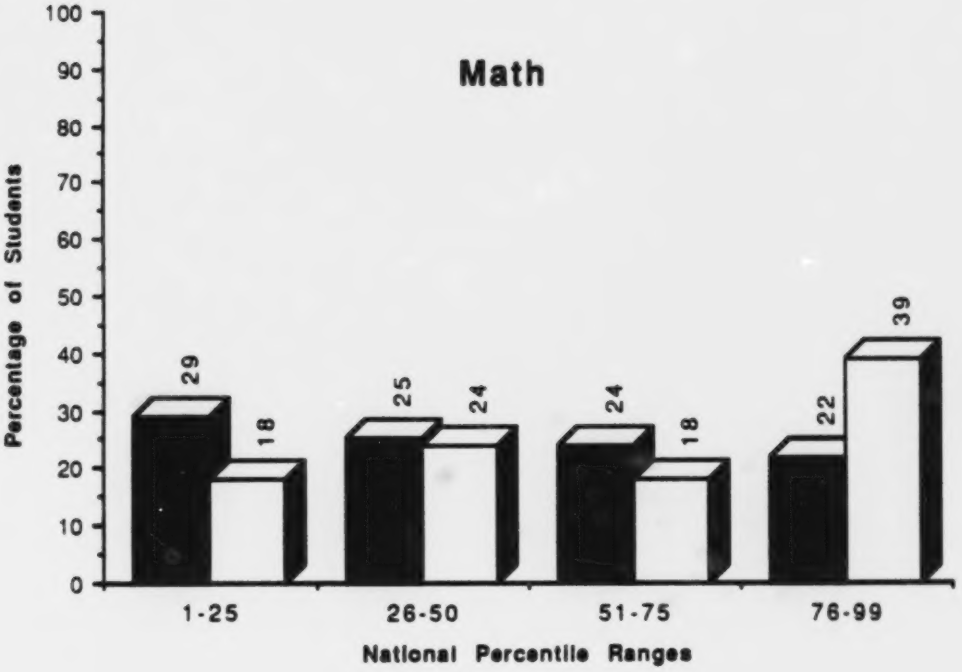
Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	74	86	81	74	62	
02	74	70	41	62	76	
03	61	60	58	57	54	
04	53	26	22	33	40	
05	60	46	29	37	55	
06		36	21	22		
07		41	34	25		
School Total	322	55	43	47	59	12
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Towns Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	15	26	42	16	18	42	50	8
03 Non SWP	20	31	47	16	24	34	45	11
04 Non SWP	6	39	40	1	9	35	45	10
05 Non SWP	23	33	47	14	18	31	38	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 TOWNS ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02								
03	1	42	70	28	1	47	52	5
04								
05	3	18	38	20	6	31	34	3

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

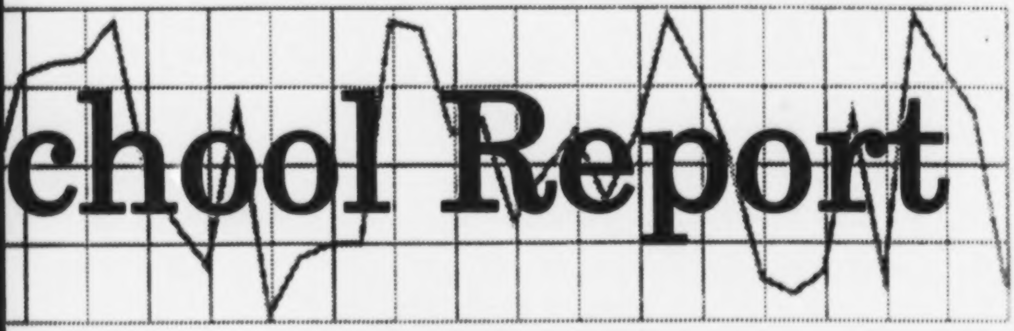
8/04/93 TOWNS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	68	100					68
	System	5,184	95			294	5	5,478
01	School	66	88	2	3	7	9	75
	System	4,879	89	202	4	408	7	5,489
02	School	65	86	3	4	8	11	76
	System	4,527	91	257	5	185	4	4,969
03	School	58	88	4	6	4	6	66
	System	4,598	92	260	5	113	2	4,971
04	School	55	98			1	2	56
	System	4,608	94	227	5	82	2	4,917
05	School	57	93	4	7			61
	System	4,588	96	191	4	20		4,799
	School	369	92	13	3	20	5	402
	System	28,384	93	1,137	4	1,102	4	30,623

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

WEST ATLANTA
ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

WEST ATLANTA ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics What critical school factors may have influenced student performance?	• The school's enrollment remained the same from 1991-92 through 1992-93 school years. In fact there has been a 1.8 percent increase in enrollment over a three year period -- 1990-'91 through 1992-'93. This finding compares to a three year decline in system elementary schools of a minus 5.3 pupils. • Thirty four percent of the students transferred to West Atlanta either from other APS schools (69 students or 24 percent) or from external school districts (28 or 10 percent). Eighty-eight percent were on active roll seven or more attendance periods. • For the most part, kindergarten students (51 percent) entered school with no preschool to 6 months preschool child care. The remaining 49 percent attended community-based private preschool care facilities. All first grade students, however, had been enrolled in an APS kindergarten program prior to entering the first grade. • No student was placed on out-of-school suspension during the school year. The teacher pupil ratio was higher at the school (26.0) than systemwide (22.2) level. • Pupil attendance (90.1) continued to trail system (94.2) trends. The school's percent of pupil attendance diminished ever farther this school year because it declined 1.8 percent, while the system increased .1 percent.

Critical Questions	Findings
I. **General Descriptive Characteristics** What critical school factors may have influenced student performance? (continued)	• Some of the pupils were enrolled in the following projects: Chapter I reading and mathematics, Remedial Education Program in reading and mathematics and an after school program. Additionally, students with physical and mental disabilities receive educational services at the school.
II. **Performance-Based Assessment**	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• For the most part, smaller percentages of West Atlanta kindergarten students were rated as developmentally ready for first grade than were APS and state kindergarten pupils. On the observed capabilities test items, the categories: *personal and social* appeared to require additional attention. On the structurally assessed item: communicative activity -- *Demonstrates Emergent Literacy* requires further attention.
B. What was the ending performance of kindergarten students in writing?	• At the end of the kindergarten year the students' writing capabilities ranged from "Scribble" to "Simple Story Writer". Roughly one-fourth of the students reached each writing stage between Stages 2 and 6.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• Matched whole language periodic reading scores for fiction selections were not indicated for the school's fourth graders. Only three matched students' scores were reported at the fifth grade. The second grade students' posttest scores indicate improvement over pretest results. At the end of the school year, only 1 of 47 students had achieved a score of "Excellence." • Whole language nonfiction selections reading scores for fifth grade students consisted of results for a total of two students. Therefore, it would be meaningless to analyze the data.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The third grade students' scores did not meet state goal or quality performance in any content area during the two consecutive school years -- 1991-92 and 1992-93. On the strands: literal comprehension, numbers and number relations, operations and computation, geometry, measurement, and probability, the scores met state goal two consecutive years.
B. Grade 5	• At the fifth grade level, state goal was met in the content area Language Arts: Reading and Language Arts during the 1992 and 1993 school years. The corresponding Language Arts strands also met state goal. Additionally, in mathematics, the strands: numbers, probabilities, and in health the strand substance abuse, also met state goal for two consecutive school years. State quality performance, however, was not achieved in any of the content areas during the two year period.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The regular program students' ITBS scores increased by 14 percentage points in reading and 18 percentage points in mathematics. There was a decline of three percentage points at the system level on both subtests. At the third grade level, however, none of the pupils reached national norm level in reading. (Note: The category "regular program students" includes students who were on active roll seven attendance periods and those on roll less than seven attendance periods.)

Critical Questions	**Findings**
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: (continued)	
B. Students who attended the school for seven or more attendance periods?	• The overall ITBS performance of students in attendance more than seven attendance periods was higher than the performance of "regular program students" in reading and mathematics.
C. The percentage of students scoring within each quadrant?	• The quadrant distribution graphics show patterns of positive movement of students from lower quadrants in 1991-92 in reading and mathematics to higher quadrants in 1992-93. The positive increase of students' scores shows picture perfect trends.
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• West Atlanta conducted a traditional Chapter I project. According to the generated table, only six students -- at grade levels 3-5 -- were enrolled in reading (3) and mathematics (3). Two years of "matched scores" are required to determine Chapter I NCE gains and Chapter I participants must also be identified on pupil project sheets.
B. Remedial Education Program (REP)	• The REP students' mean NCE gains were negative, minus 13 in reading and minus 11 in mathematics, and positive -- 11 NCES in reading and 15 NCES in mathematics and show more variation than system NCE's gains.

Critical Questions	**Findings**
VI. **Progression Status**	
How did the school's progression status compare to that of the system?	• Five students or 2 percent were retained at the end of the school year -- 2 were kindergarteners and 3 were first graders. The progression finding does not appear to be on-balance. School factors such as test results, attendance and mobility data seem to suggest that some third, fourth and fifth graders would have been among the retained students.

EGL:sm - SR#75
Department of Research and Evaluation
October 26, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

West Atlanta Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative	92	93	92
II. Logical-Mathematical	92	93	93
III. Physical	92	97	96
IV. Personal	89	94	92
V. Social	86	94	93
Total Number Reported	37	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	**Percentage Receiving "Yes" Rating**		
	School	**System**	**State**
I. Communicative			
A. Processes Visual Information	92	93	92
B. Processes Auditory Information	92	92	92
C. Communicates Orally	95	91	92
D. Demonstrates Emergent Literacy	86	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	92	93	93
D. Extends Patterns	97	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. **COMMUNICATIVE CAPABILITY**

A. **Processes Visual Information**
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. **Process Auditory Information**
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. **Communicates Orally**
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. **Demonstrates Emergent Literacy**
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. **LOGICAL-MATHEMATICAL CAPABILITY**

A. **Sorts Sets of Objects**
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. **Makes Comparisons**
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. **Knows Numbers 1 to 10**
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. **Extends Patterns**
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. **PHYSICAL CAPABILITY**

A. **Demonstrates Fine Motor Coordination**
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. **Understands Spatial Concepts**
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. **Performs Basic Locomotor Skills**
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. **Performs Basic Manipulative Skills**
- grasping, releasing, throwing, catching, kicking, and striking

IV. **PERSONAL CAPABILITY**

A. **Demonstrates a Positive Self-Concept**
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. **Initiates Independent Activities**
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. **Acts Responsibly**
- follows classroom rules
- treats others and their belongings with respect

V. **SOCIAL CAPABILITY**

A. **Participation in Group Activities**
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. **Carries Out Assigned Tasks**
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

R&E/CV:aap/jep - #7728-126
8/18/93

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: WEST ATLANTA ELEMENTARY

					ADEQUATE								
		EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
		N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL 2	0	0	3	14	3	14	1	5	14	67	21
POSTTEST	LEVEL 2	1	5	6	29	6	29	2	10	6	29	21
DIFFERENCE	LEVEL 2	1	5	3	15	3	15	1	5	-8	-38	
PRETEST	LEVEL 3	0	0	2	9	9	39	3	13	9	39	23
POSTTEST	LEVEL 3	0	0	0	0	9	39	2	9	12	52	23
DIFFERENCE	LEVEL 3	0	0	-2	-9	0	0	-1	-4	3	13	
PRETEST	LEVEL 5	0	0	0	0	0	0	2	67	1	33	3
POSTTEST	LEVEL 5	0	0	0	0	0	0	1	33	2	67	3
DIFFERENCE	LEVEL 5	0	0	0	0	0	0	-1	-34	1	34	
		0	0	5	11	12	26	6	13	24	51	47
		1	2	6	13	15	32	5	11	20	43	47
		1	2	1	2	3	6	-1	-2	-4	-8	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
8/18/93

GEORGIA CURRICULUM BASED ASSESSMENT

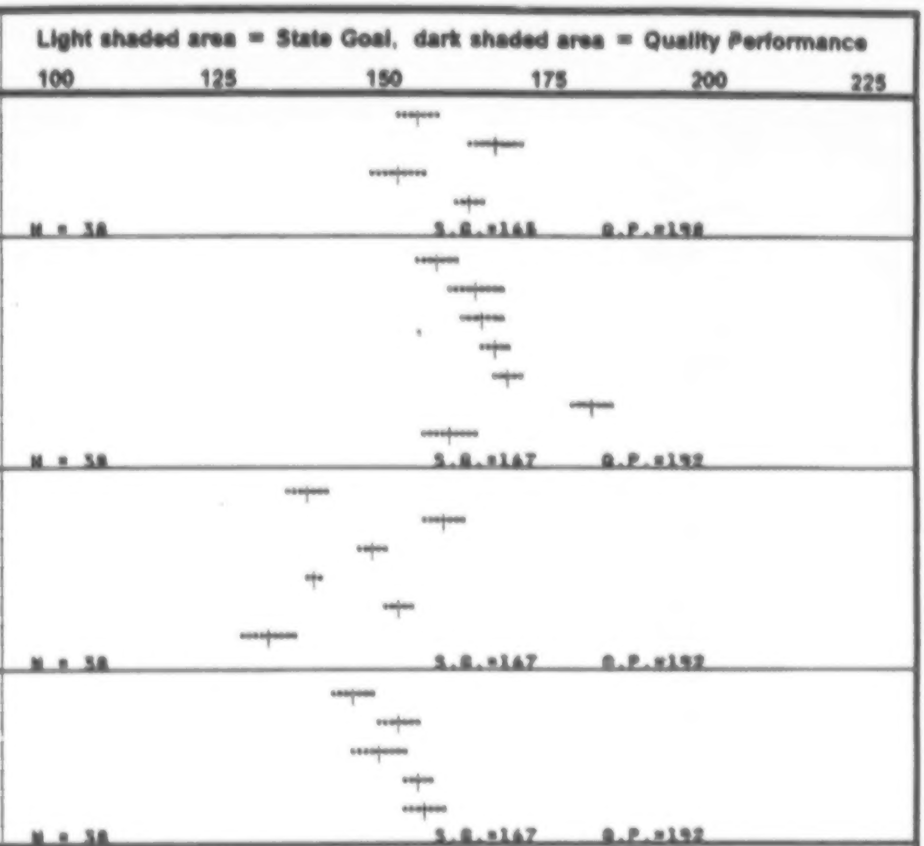
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WEST ALTANTA ELEM
School Code: 573

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	155 ±3
Literal Comp	167 ±4
Infer & Crit Comp	152 ±4
Reference & Study	163 ±2
MATHEMATICS	158 ±3
Numbers & Num Rel	164 ±4
Operations & Comp	165 ±3
Geometry	167 ±2
Measurement	169 ±2
Prob & Stat	182 ±3
PROBLEM SOLVING	160 ±4
SCIENCE	138 ±3
Life Science	159 ±3
Earth Science	148 ±2
Physical Science	139 ±1
Process Skills	152 ±2
Env/Sci/Tech/Soc	132 ±4
SOCIAL STUDIES	145 ±3
Communities	152 ±3
Citizenship	149 ±4
American Heritage	155 ±2
Skills	156 ±3



Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

2136

┼ = the school score
••• = the standard error (S.E.)

CC3CA5

GEORGIA CURRICULUM BASED ASSESSMENT

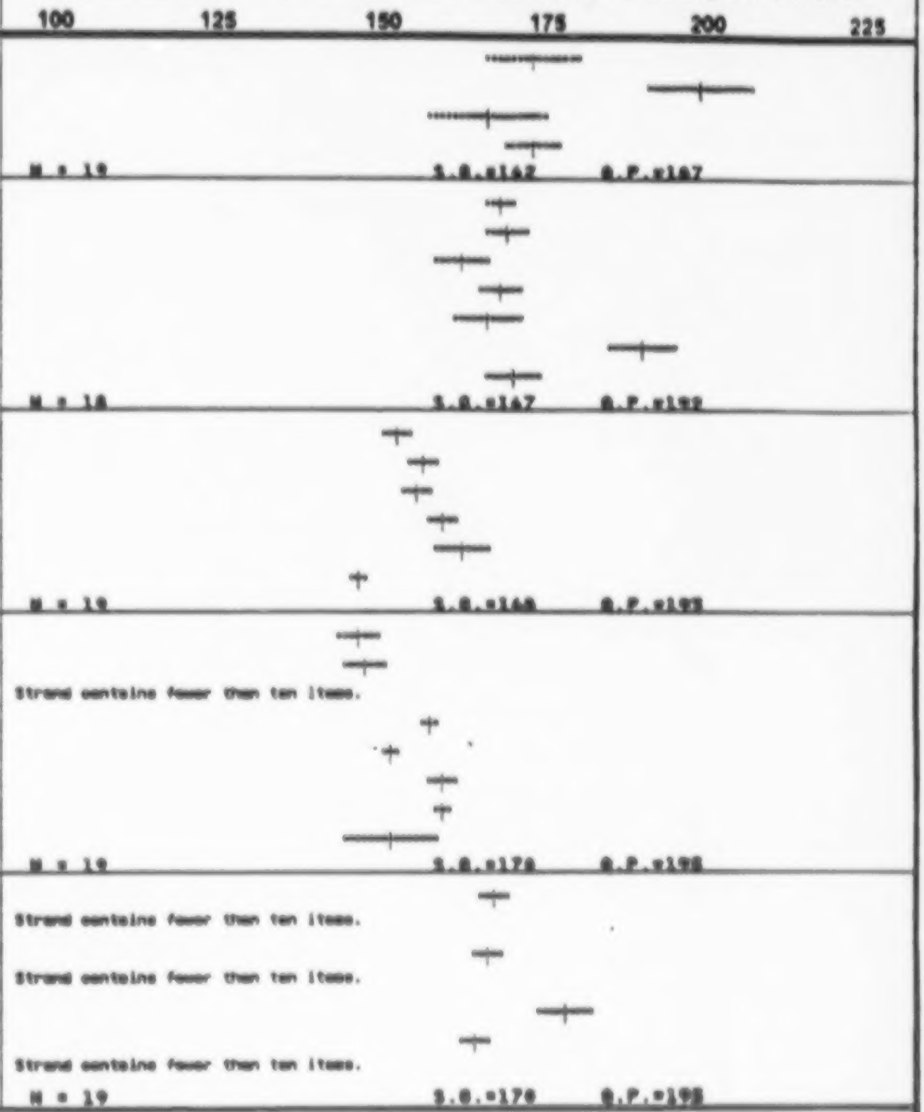
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WEST ALTANTA ELEM
School Code: 573

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	173 ±7	
Literal Comp	199 ±8	
Infer & Crit Comp	166 ±9	
Reference & Study	173 ±4	
MATHEMATICS	168 ±2	
Numbers & Num Rel	169 ±3	
Operations & Comp	162 ±4	
Geometry	168 ±3	
Measurement	166 ±5	
Prob & Stat	190 ±5	
PROBLEM SOLVING	170 ±4	
SCIENCE	152 ±2	
Life Science	156 ±2	
Earth Science	155 ±2	
Physical Science	159 ±2	
Process Skills	162 ±4	
Env/Sci/Tech/Soc	146 ±1	
SOCIAL STUDIES	146 ±3	
Geog Regions	147 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	157 ±1	
U.S. 1791-1875	151 ±1	
U.S. 1875-1932	159 ±2	
U.S. 1932-present	159 ±1	
Skills	151 ±7	
HEALTH	167 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	166 ±2	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	178 ±4	
Growth, Dev & Fam	164 ±2	
Mental Health	No report	Strand contains fewer than ten items.



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2138

† = the school score
··· = the standard error (S.E.)

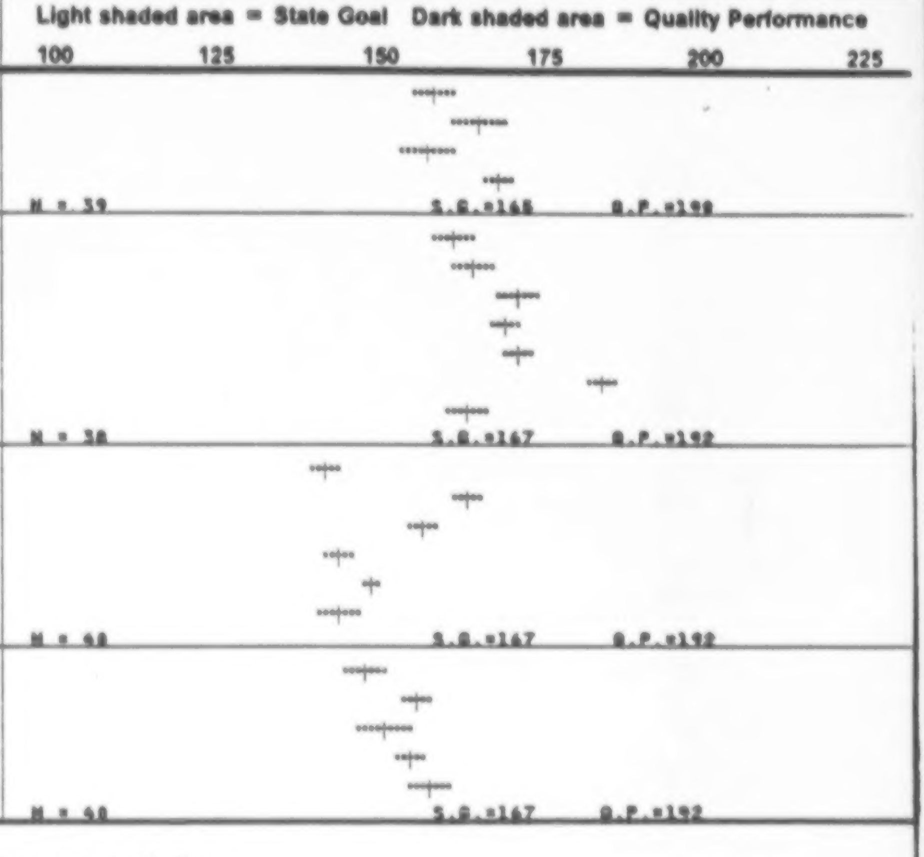
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WEST ALTANTA ELEM
School Code: 573

Date Printed: 18AUG93



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	158 ±3	
Literal Comp	165 ±4	
Infer & Crit Comp	157 ±4	
Reference & Study	168 ±2	
		N = 39 S.G.=168 Q.P.=190
MATHEMATICS	161 ±3	
Numbers & Num Rel	164 ±3	
Operations & Comp	171 ±3	
Geometry	169 ±2	
Measurement	171 ±2	
Prob & Stat	184 ±2	
PROBLEM SOLVING	163 ±3	
		N = 38 S.G.=167 Q.P.=192
SCIENCE *	141 ±2	
Life Science	163 ±2	
Earth Science	156 ±2	
Physical Science	143 ±2	
Process Skills	148 ±1	
Env/Sci/Tech/Soc	143 ±3	
		N = 40 S.G.=167 Q.P.=192
SOCIAL STUDIES	147 ±3	
Communities	155 ±2	
Citizenship	150 ±4	
American Heritage	154 ±2	
Skills	157 ±3	
		N = 40 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: WEST ATLANTA ELEMENTARY

	EXCELLENT		ADEQUATE UPPER		ADEQUATE MIDDLE		ADEQUATE LOWER		NEEDS IMPROVEMENT		TOTAL
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 5	0	0	0	0	0	0	1	50	1	50	2
POSTTEST LEVEL 5	1	50	1	50	0	0	0	0	0	0	2
DIFFERENCE LEVEL 5	1	50	1	50	0	0	-1	-50	-1	-50	
	0	0	0	0	0	0	1	50	1	50	2
	1	50	1	50	0	0	0	0	0	0	2
	1	50	1	50	0	0	-1	-50	-1	-50	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
WEST ATLANTA ELEMENTARY 41847

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	2	5.4
STAGE 3: INVENTED WORD WRITER	8	21.6
STAGE 4: COPIER	8	21.6
STAGE 5: NEW WORD WRITER	6	16.2
STAGE 6: PHRASE/SENTENCE WRITER	10	27.0
STAGE 7: SIMPLE STORY WRITER	3	8.1
TOTAL NUMBER	37	99.9

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

08/06/93
WEST ATLANTA ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	281	286	286			5	1.8
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	251	88	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	35	12	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	69	24	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	28	10	3873	12
MOBILITY INDEX	.26		.38	
3. PUPIL-TEACHER RATIO	26.0		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
REP READING	51	18	4384	14
REP MATH	47	16	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	150	52	2028	6

08/06/93
WEST ATLANTA ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	0	0	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	18	49	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	19	51	2391	45
FIRST GRADE - APS K-GARTEN	41	100	4862	90
FIRST GRADE - NON-APS K-GARTEN	0	0	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		92.0		94.4
1991-92		91.9		94.1
1992-93		90.1		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		96.9		97.2
1991-92		96.8		97.4
1992-93		95.3		97.4

SCHOOL: 43791 TOWNS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	60	31	52	59	37	63
02	65	38	58	66	50	76
03	50	33	66	48	27	56
04	36	19	53	36	16	44
05	51	35	69	49	27	55
SCHOOL TOTAL	262	156	60	258	157	61
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: TOWNS ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	0	0	15	25	19	31	7	11	20	33	61
POSTTEST LEVEL 2	18	30	14	23	12	20	4	7	13	21	61
DIFFERENCE LEVEL 2	18	30	-1	-2	-7	-11	-3	-4	-7	-12	
PRETEST LEVEL 3	3	7	12	29	10	24	4	10	12	29	41
POSTTEST LEVEL 3	11	27	8	20	7	17	4	10	11	27	41
DIFFERENCE LEVEL 3	8	20	-4	-9	-3	-7	0	0	-1	-2	
PRETEST LEVEL 4	3	8	7	19	11	30	7	19	9	24	37
POSTTEST LEVEL 4	2	5	11	30	9	24	4	11	11	30	37
DIFFERENCE LEVEL 4	-1	-3	4	11	-2	-6	-3	-8	2	6	
PRETEST LEVEL 5	2	4	10	22	9	20	8	17	17	37	46
POSTTEST LEVEL 5	6	13	9	20	8	17	14	30	9	20	46
DIFFERENCE LEVEL 5	4	9	-1	-2	-1	-3	6	13	-8	-17	
	8	4	44	24	49	26	26	14	58	31	185
	37	20	42	23	36	19	26	14	44	24	185
	29	16	-2	-1	-13	-7	0	0	-14	-7	

2085

2086

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

8/04/93 TOOMER ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	45	100					45
	System	5,184	95			294	5	5,478
01	School	39	85	4	9	3	7	46
	System	4,879	89	202	4	408	7	5,489
02	School	45	100					45
	System	4,527	91	257	5	185	4	4,969
03	School	34	81	8	19			42
	System	4,598	92	260	5	113	2	4,971
04	School	47	89	6	11			53
	System	4,608	94	227	5	82	2	4,917
05	School	47	85	8	15			55
	System	4,588	96	191	4	20		4,799
	School	257	90	26	9	3	1	286
	System	28,384	93	1,137	4	1,102	4	30,623

GEORGIA CURRICULUM BASED ASSESSMENT

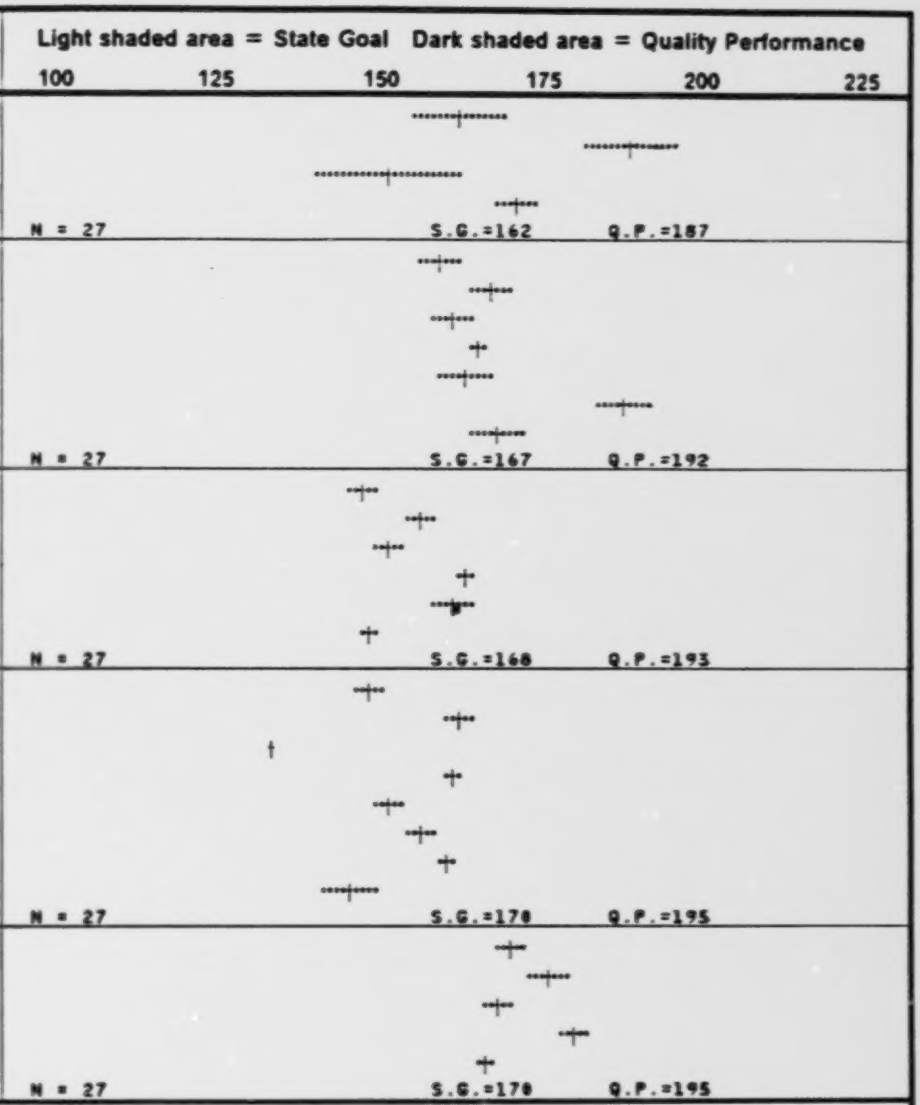
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WEST ATLANTA ELEM
School Code: 573

Date Printed: 24AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	162 ±7
Literal Comp	189 ±7
Infer & Crit Comp	151 ±11
Reference & Study	171 ±3
MATHEMATICS	159 ±3
Numbers & Num Rel	167 ±3
Operations & Comp	161 ±3
Geometry	165 ±1
Measurement	163 ±4
Prob & Stat	188 ±4
PROBLEM SOLVING	168 ±4
SCIENCE	147 ±2
Life Science	156 ±2
Earth Science	151 ±2
Physical Science	163 ±1
Process Skills	161 ±3
Env/Sci/Tech/Soc	148 ±1
SOCIAL STUDIES	148 ±2
Geog Regions	162 ±2
Canada Hist/Geog	133 ±0
U.S. pre-1791	161 ±1
U.S. 1791-1875	151 ±2
U.S. 1875-1932	156 ±2
U.S. 1932-present	160 ±1
Skills	145 ±4
HEALTH	170 ±2
Sfty/Prs/Mntl Hlth	176 ±3
Nutrition	168 ±2
Substance Abuse	180 ±2
Growth, Dev & Fam	166 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2139

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

10/06/93

SCHOOL: 41847 WEST ATLANTA ELEMENTARY

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	40	34	85	40	29	73
02	29	12	41	29	20	69
03	35		0	35	7	20
04	34	18	53	34	16	47
05	15	8	53	15	6	40
SCHOOL TOTAL	153	72	47	153	78	51
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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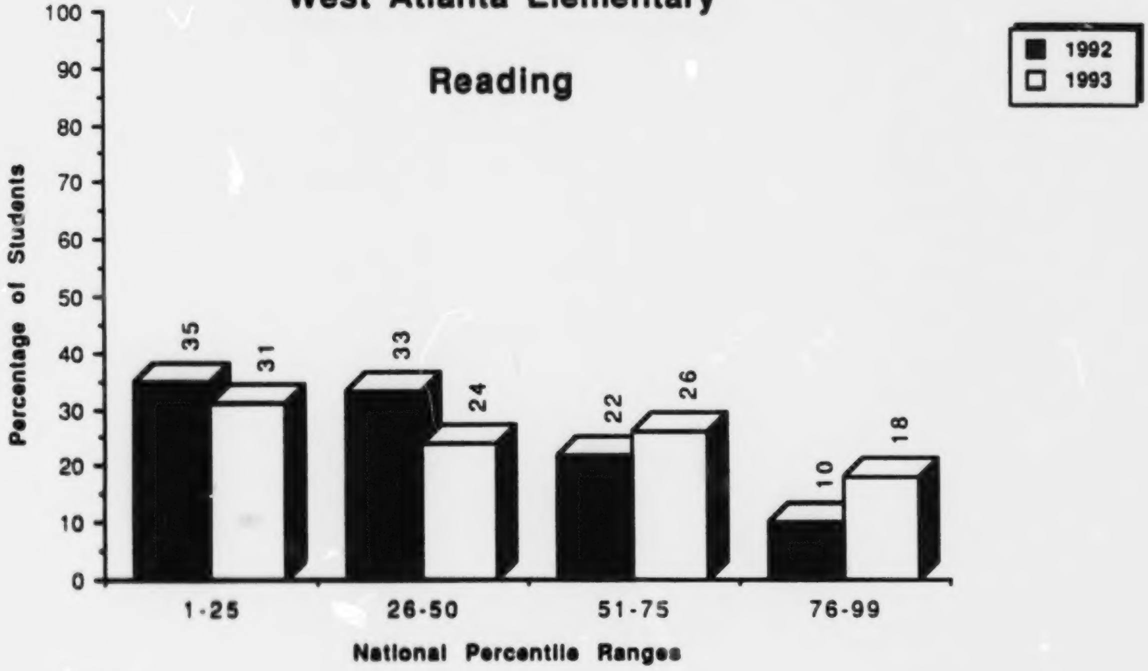
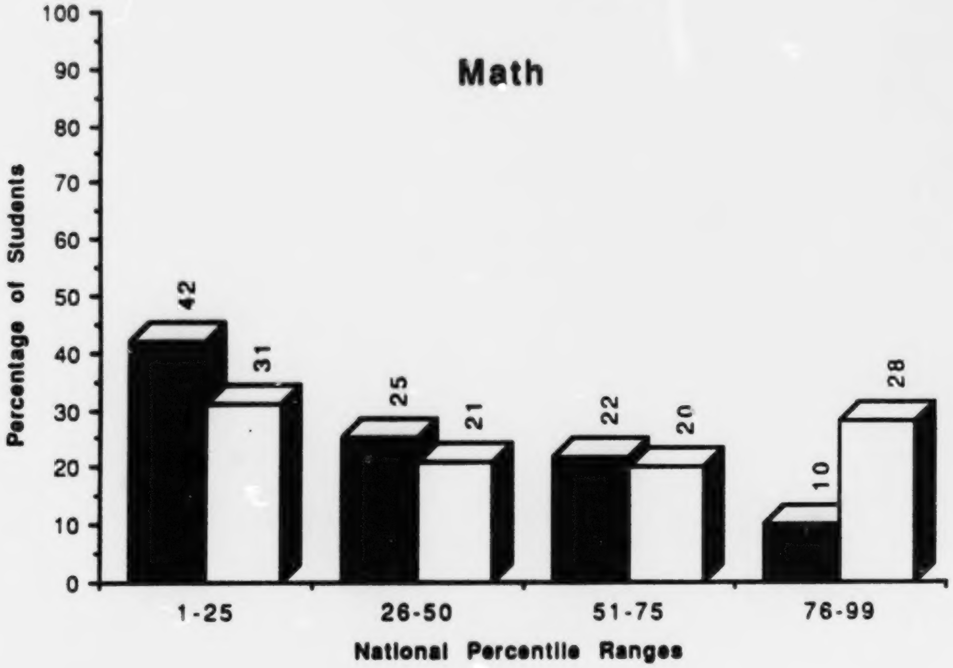
Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

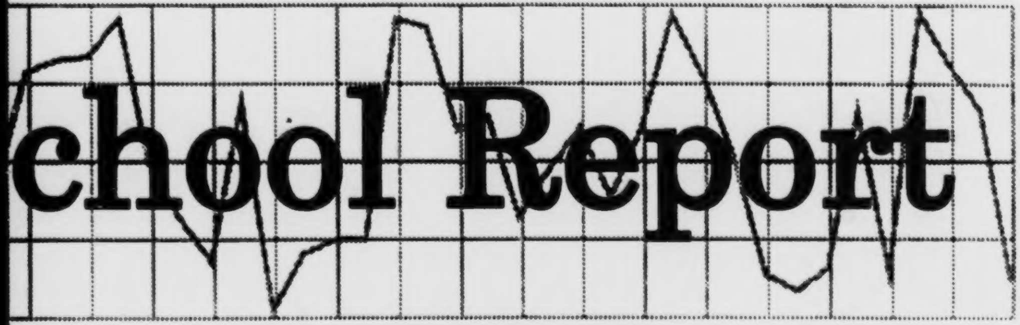
West Atlanta Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

WEST
MANOR
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

2151

West Manor Elementary School
1992-93 FINAL SCHOOL REPORT
Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	**Findings**
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The 1992-93 West Manor Elementary enrollment of 323 represented a 9.9 percent increase over the preceding school year. The increase was 16.6 percent over the three year period 1990 -93. Comparable systemwide elementary schools (K - 5) show a two year decline of 6.8 and a minus 5.3 percent over three years. • Slightly over one-third of the students transferred to West Manor either from external school districts or internal APS schools. The staff, therefore, had to work with 119 new students in grades K - 5. • Despite this mobility factor, 95 percent or 308 of the students were on active roll seven or more attendance periods. Systemwide elementary schools -- K - 5, active roll findings for seven attendance periods exceeded the school's by 8 percentage points. • No pupil was placed on out-of-school suspension. The school's teacher-pupil ratio (21.5) was comparable to system data (22.2). • Eighty-eight percent of the kindergarten pupils had had community-based pre-school care experience before entering West Manor. Only 13 percent of the school's kindergarteners, compared to 45 percent systemwide pupils, had no preschool to 6 months experience prior to entering school.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• All first grade pupils had enrolled in either an APS kindergarten (88 percent) or non-APS kindergarten programs (12 percent). • Instructional support projects in Chapter I -- Reading and Mathematics; or Remedial Education Program -- Reading, Mathematics and/or Writing were provided at the school.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Kindergarten pupils were assessed on capability skills -- two structured assessments activities: communicative and logical mathematics; and three non-structured observationally appraised activities: physical, personal and social. All of the school's kindergarten pupils were rated as being capable of completing required tasks. The school's rating of 100 percent exceeded the ratings of APS system pupils and state pupils.
B. What was the ending performance of kindergarten students in writing?	• At the end of the year, all kindergarten pupils were writing at or above the third Stage: "Invented Word Writer" (1 student or 2.5 percent) up to Stage 8: "Intermediate Story Writer" (1 student or 2.5 percent). Specific stages were Stage 4: "Copier" (3 students or 7.5 percent); Stage 5: "Phrase/Sentence Writer" (10 students or 25 percent) and Stage 7: "Intermediate Story Writer" (25 or 62.5 percent).

Critical Questions	Findings
II. Performance-Based Assessment (continued)	
C. What changes took place from pretest to posttest on the whole language Periodic Reading Survey?	• The fiction selections of the Whole Language Periodic Reading Survey are administered to students in the second through fifth grades. The overall results revealed that at each grade level, a larger percentage of students attained scores in the "excellent" and "upper middle" categories on the posttests than on the pretests. • In addition to taking pretests and posttests on fiction selections, fourth and fifth grade students also took non-fiction selections. At the fourth grade level, a smaller percentage of students achieved scores at the "excellent" and "upper adequate" levels on the posttest than on the pretest. At the fifth grade level, however, a larger percentage of students scored in the categories "excellent" and "upper adequate" on the posttest than on the pretest.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Third grade students achieved state goal in both 1992 and 1993 in the content areas: Language Arts: Reading, Mathematics and Social Studies. The school's scores did not indicate quality performance in any of the content areas during the two year comparison periods.
B. Grade 5	• The fifth grade students attained state goal in the content areas -- Language Arts: Reading, Mathematics and Health in both 1992 and 1993. quality performance was achieved in the content area Language Arts: Reading in both 1992 and 1993.

Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• The regular students' overall performance in reading and mathematics increased in 1993. There were, however, large declines at the second grade level in reading (a minus 15 percent) and mathematics (a minus 33 percent). Note: The category "regular students" includes students on active roll less than seven attendance periods and those on roll seven or more attendance periods.
B. Students who attended the school for seven or more attendance periods?	• The national norm status in reading and mathematics of *students on active roll seven or more attendance periods* was one percentage point greater than *regular students'* achievement.
C. The percentage of students scoring within each quadrant?	• Overall, there were positive shifts in the percentage scoring within the 1-25 quadrant and the 51-75 quadrant in reading. The mathematics distributions showed less flux. The most discernible decline occurred at the 76-99 quadrant.

Critical Questions	Findings
V. Project Results How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• The school's students were enrolled in Chapter I Traditional classes. Except at the third grade level, the school's mean NCE gains exceeded system gains. At the third grade level there was a decline of 21 mean NCE points at the school while the system's students achieved a plus one mean NCE over the preceeding year.
B. Remedial Education Program (REP)	• The school's REP gains in reading were greater than those of system's pupils. An exception occurred at the second grade level where the West Manor pupils' mean NCE's declined 10 points. In mathematics, the system's mean NCE gains were greater than the school's REP pupils'. In fact, West Manor REP enrollees' mean NCE's declined at almost each grade level. An increase of 3 NCE's occurred at the fourth grade.
VI. Progression Status How did the school's progression status compare to that of the system?	• The school's progression findings were comparable to that of system progression distributions.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

West Manor Elementary School

Georgia Kindergarten Assessment Program
1993

Overall Capability

Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	100	93	92
II. Logical-Mathematical	100	93	93
III. Physical	100	97	96
IV. Personal	100	94	92
V. Social	100	94	93
Total Number Reported	40	5,325	95,915

Structured Assessment Activities*

Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	100	91	92
D. Demonstrates Emergent Literacy	100	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	100	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. **Processes Visual Information**
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. **Process Auditory Information**
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. **Communicates Orally**
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. **Demonstrates Emergent Literacy**
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. **Sorts Sets of Objects**
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. **Makes Comparisons**
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. **Knows Numbers 1 to 10**
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. **Extends Patterns**
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. **Demonstrates Fine Motor Coordination**
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. **Understands Spatial Concepts**
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. **Performs Basic Locomotor Skills**
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. **Performs Basic Manipulative Skills**
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. **Demonstrates a Positive Self-Concept**
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. **Initiates Independent Activities**
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. **Acts Responsibly**
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. **Participation in Group Activities**
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. **Carries Out Assigned Tasks**
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1	***Pictographic Writer*** Child writing is drawing; does not use alphabet letters.
Stage 2	***Scribble Writer*** Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
Stage 3	***Invented Word Writer*** Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
Stage 4	***Copier*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 5	***New Word Writer*** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
Stage 6	***Phrase/Sentence Writer*** Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
Stage 7	***Simple Story Writer*** Child's story consists of short related sentences.
Stage 8	***Intermediate Story Writer*** Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
Stage 9	**Advanced Story Writer** Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
8/18/93

GEORGIA CURRICULUM BASED ASSESSMENT

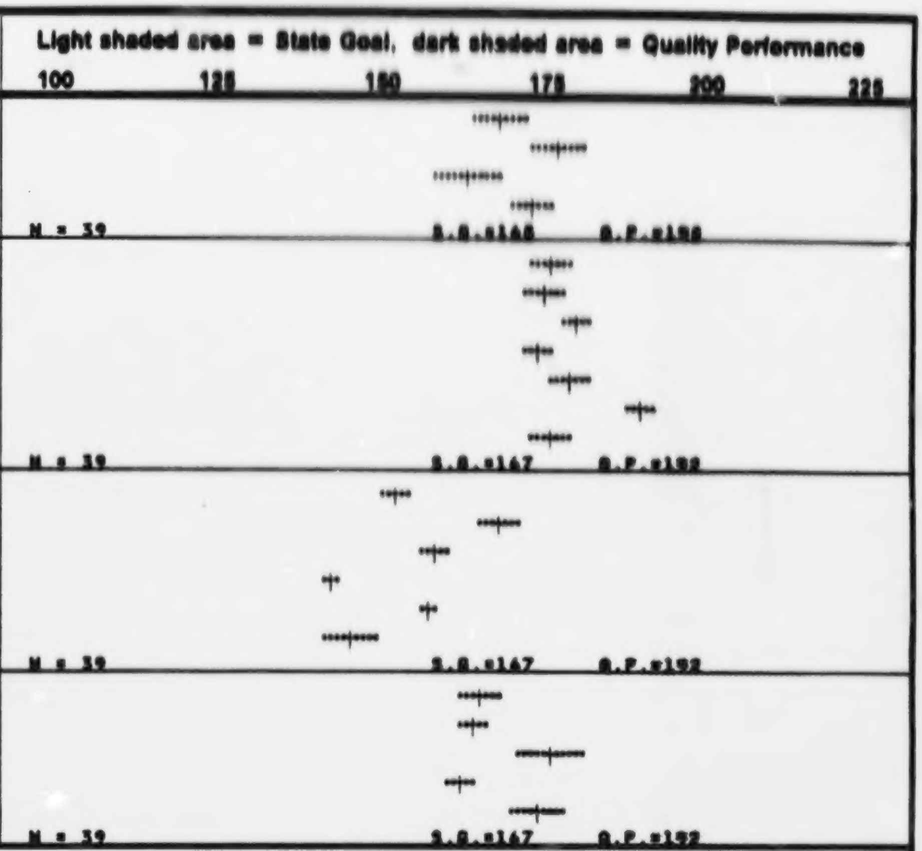
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WEST MANOR ELEM
School Code: 2569

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	168 ±4
Literal Comp	177 ±4
Infer & Crit Comp	163 ±5
Reference & Study	173 ±3
MATHEMATICS	176 ±3
Numbers & Num Rel	175 ±3
Operations & Comp	180 ±2
Geometry	174 ±2
Measurement	179 ±3
Prob & Stat	190 ±2
PROBLEM SOLVING	176 ±3
SCIENCE	152 ±2
Life Science	168 ±3
Earth Science	158 ±2
Physical Science	142 ±1
Process Skills	157 ±1
Env/Sci/Tech/Soc	145 ±4
SOCIAL STUDIES	165 ±3
Communities	164 ±2
Citizenship	176 ±5
American Heritage	162 ±2
Skills	174 ±4



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

2181

ǂ = the school score
••• = the standard error (S.E.)

CC3CAS

GEORGIA CURRICULUM BASED ASSESSMENT

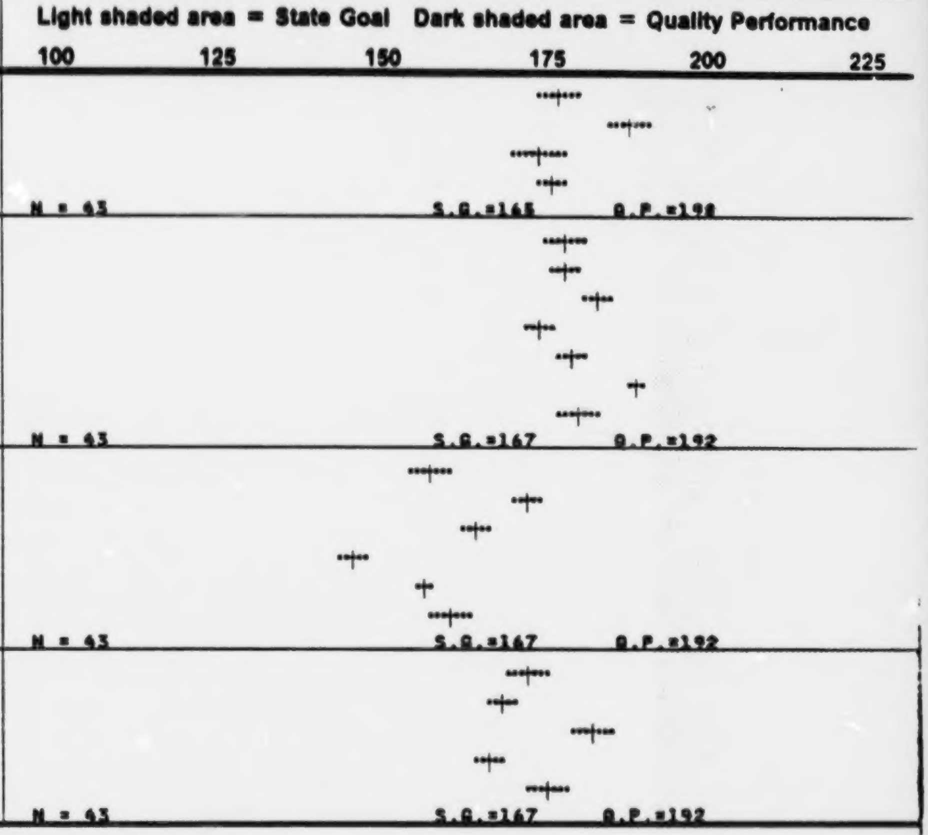
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WEST MANOR ELEM
School Code: 2569

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	177 ±3
Literal Comp	188 ±3
Infer & Crit Comp	174 ±4
Reference & Study	176 ±2
MATHEMATICS	178 ±3
Numbers & Num Rel	178 ±2
Operations & Comp	183 ±2
Geometry	174 ±2
Measurement	179 ±2
Prob & Stat	189 ±1
PROBLEM SOLVING	180 ±3
SCIENCE *	157 ±3
Life Science	172 ±2
Earth Science	164 ±2
Physical Science	145 ±2
Process Skills	156 ±1
Env/Sci/Tech/Soc	160 ±3
SOCIAL STUDIES	172 ±3
Communities	168 ±2
Citizenship	182 ±3
American Heritage	166 ±2
Skills	175 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

2182

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

GEORGIA CURRICULUM BASED ASSESSMENT

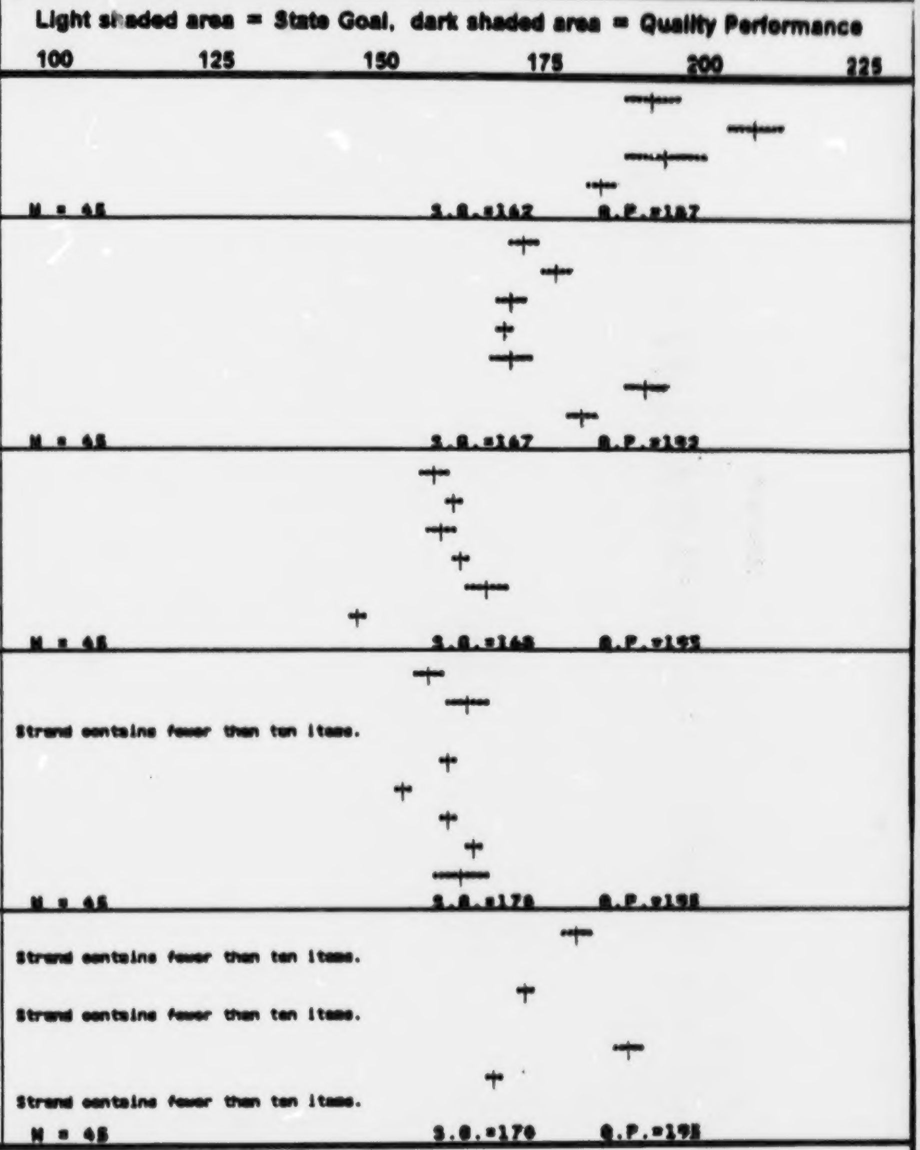
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WEST MANOR ELEM
School Code: 2569

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	192 ±4	
Literal Comp	208 ±4	
Infer & Crit Comp	194 ±6	
Reference & Study	184 ±2	
		N = 45 S.G.=162 Q.P.=187
MATHEMATICS	172 ±2	
Numbers & Num Rel	177 ±2	
Operations & Comp	170 ±2	
Geometry	169 ±1	
Measurement	170 ±3	
Prob & Stat	191 ±3	
PROBLEM SOLVING	181 ±2	
		N = 45 S.G.=167 Q.P.=192
SCIENCE	158 ±2	
Life Science	161 ±1	
Earth Science	159 ±2	
Physical Science	162 ±1	
Process Skills	166 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 45 S.G.=168 Q.P.=193
SOCIAL STUDIES	157 ±2	
Geog Regions	163 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	153 ±1	
U.S. 1875-1932	160 ±1	
U.S. 1932-present	164 ±1	
Skills	162 ±4	
		N = 45 S.G.=170 Q.P.=195
HEALTH	180 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	172 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	188 ±2	
Growth, Dev & Fam	167 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 45 S.G.=170 Q.P.=195



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

┼ = the school score
••• = the standard error (S.E.)

2183

GEORGIA CURRICULUM BASED ASSESSMENT

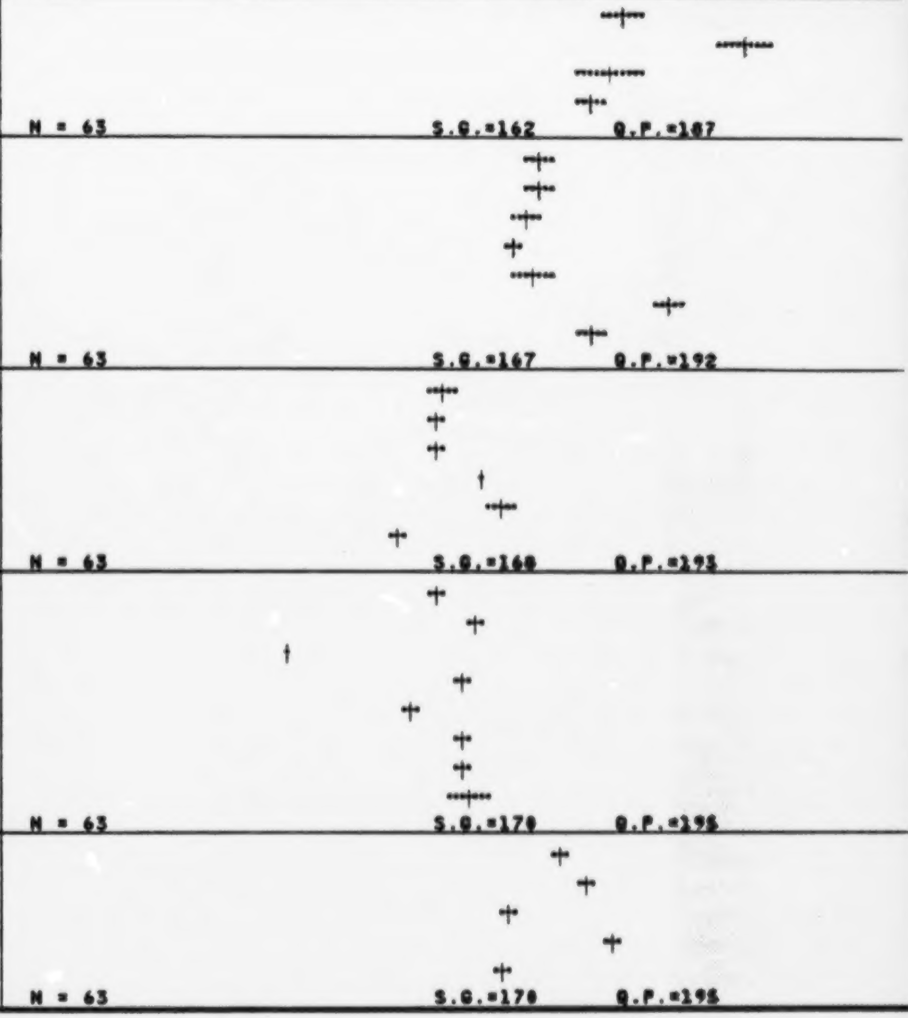
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WEST MANOR ELEM
School Code: 2569

Date Printed: 18AUG9

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	187 ±3
Literal Comp	206 ±4
Infer & Crit Comp	185 ±5
Reference & Study	182 ±2
MATHEMATICS	174 ±2
Numbers & Num Rel	174 ±2
Operations & Comp	172 ±2
Geometry	170 ±1
Measurement	173 ±3
Prob & Stat	194 ±2
PROBLEM SOLVING	182 ±2
SCIENCE	159 ±2
Life Science	158 ±1
Earth Science	158 ±1
Physical Science	165 ±0
Process Skills	168 ±2
Env/Sci/Tech/Soc	152 ±1
SOCIAL STUDIES	158 ±1
Geog Regions	164 ±1
Canada Hist/Geog	135 ±0
U.S. pre-1791	162 ±1
U.S. 1791-1875	154 ±1
U.S. 1875-1932	162 ±1
U.S. 1932-present	162 ±1
Skills	163 ±3
HEALTH	177 ±1
Sfty/Prs/Mntl Hlth	181 ±1
Nutrition	169 ±1
Substance Abuse	185 ±1
Growth, Dev & Fam	168 ±1



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

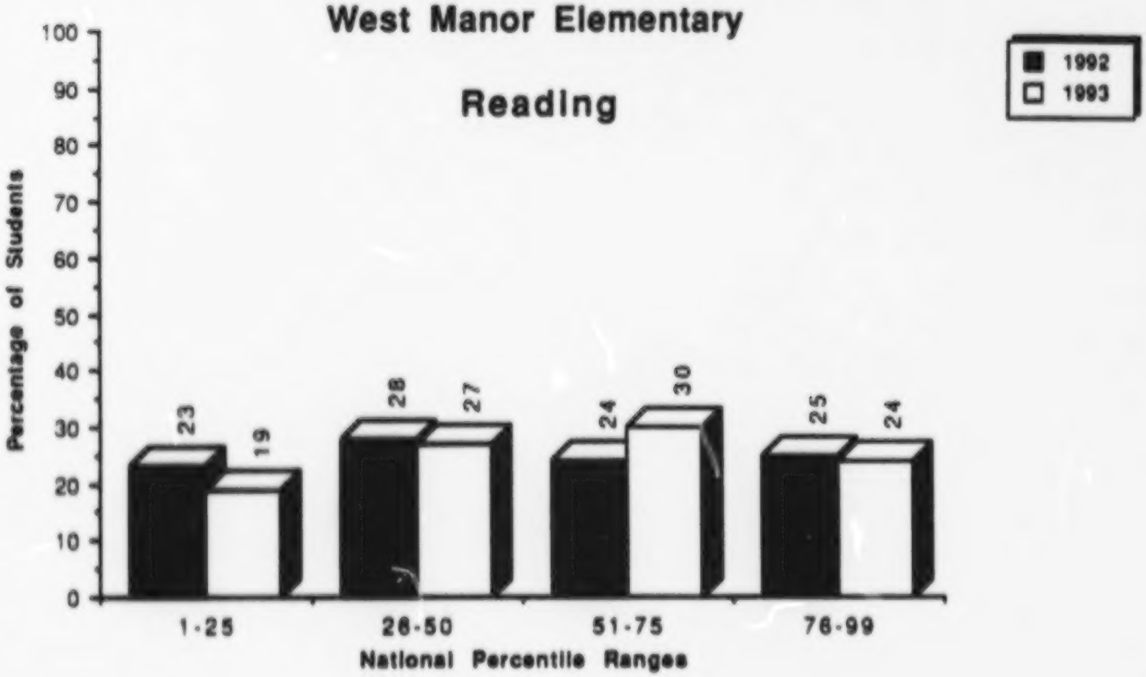
In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

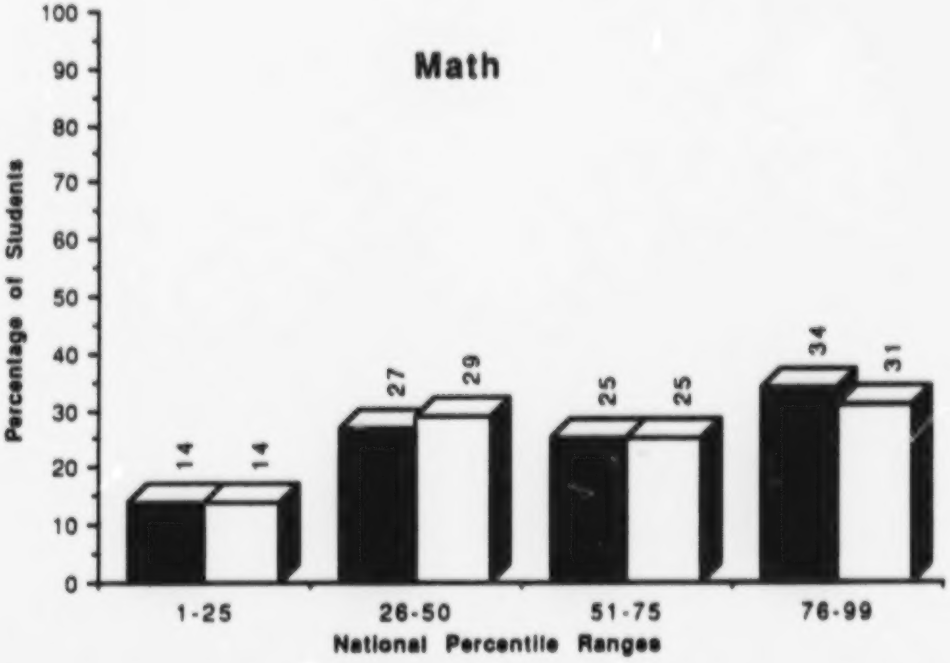
2184

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

West Manor Elementary

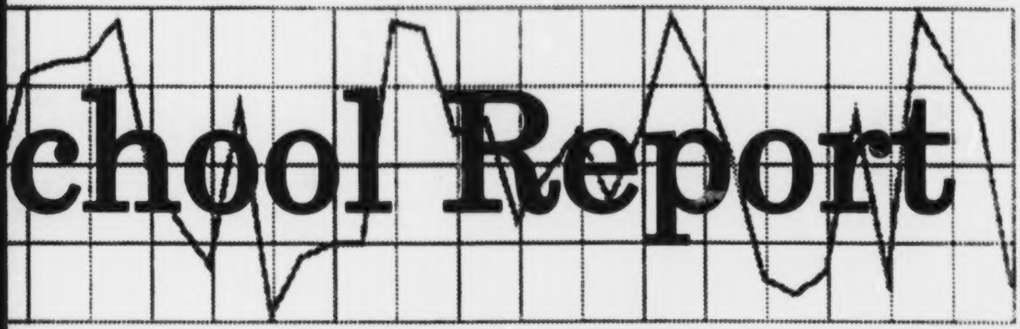




Department of Research and Evaluation
Deborah Dickson/September 1993

2189

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

WHITE
ELEMENTARY
SCHOOL

Research & Evaluation

Final Copy

2196

WHITE ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. **General Descriptive Characteristics** What critical school factors may have influenced student performance?	● The enrollment at White increased to 314 students in 1993, including about 170 new students. Once enrolled, 83 percent of the students remained stable on active roll for seven or more of nine attendance periods. ● The average class size was 26 students, compared to the systemwide average of 22. Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages. ● A large proportion of the kindergarten class (60 percent) did not attend formal preschool programs prior to entering school. All of the first grade students had kindergarten experience. ● Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, Special Instructional Assistance, After-School Program for tutorial and enrichment and other local projects and services.
II. **Performance-Based Assessment** A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	● The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.

Critical Questions	Findings
II. Performance-Based Assessment (contd.)	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 49 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (84 percent), Logical/Mathematical (82 percent), Physical (92 percent), Personal (84 percent), and Social (82 percent). A range of 80 to 94 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 49 students showed the following number of students in each stage of writing development: Pictographic Writer (0), Scribble Writer (1), Invented Word Writer (6), Copier (6), New Word Writer (3), Phrase/ Sentence Writer (12), Simple Story Writer (21), Intermediate Story Writer (0), and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story writers. • The kindergarten class performed quite well in view of the fact that 60 percent of the students did not have formal preschool experience prior to entering kindergarten.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third and fourth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories. • The majority of the fifth grade students maintained performance in the Adequate category for fiction, while seven students were in the Excellent category and five ended the year in the Needs Improvement category. • For nonfiction, the performance was primarily in the Adequate category. Nine fourth graders and five fifth graders were in the Excellent category and five fourth graders and four fifth graders needed improvement.

Critical Questions	Findings
III. **Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5**	
In which content areas and strands did students achieve the state goal and/or quality performance?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5, and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items. • The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• The performance of third grade students met or exceeded the State Goal in the content areas of Language Arts/Reading and Mathematics in both 1992 and 1993, and for Social Studies in 1993. One Science strand (Life Science) and two Social Studies strands (Citizenship and Skills) were at the State Goal performance level for both years.
B. Grade 5	• The school's scores for fifth grade met or exceeded the State Goal in the content areas of Language Arts/Reading and Health in both 1992 and 1993, and in Mathematics in 1993. Additionally, four Mathematics strands and Mathematics Problem Solving were at the State Goal performance level for both years; and the Literal Comprehension strand was at Quality Performance for both years.
IV. **Iowa Tests of Basic Skills** (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Achievement on the ITBS for 1992 showed that the percentages scoring at or above the national norm were 36 for reading and 42 percent for mathematics.

Critical Questions	Findings
IV. **Iowa Tests of Basic Skills (ITBS)** (Continued.)	
A. Regular-program students? (Continued)	• Total school performance on the ITBS for 1993 increased from 36 to 38 percent for reading and 42 to 55 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following: • Grade 1 - 57 percent for Reading; 70 percent for Mathematics Grade 2 - 36 percent for Reading; 51 percent for Mathematics Grade 3 - 23 percent for Reading; 62 percent for Mathematics Grade 4 - 43 percent for Reading; 41 percent for Mathematics Grade 5 - 29 percent for Reading; 55 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	• Eighty-three percent of White's students remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). The national norm achievement for the stable students at each grade level was higher in both reading and mathematics, when compared to the total grade levels.
C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement, as a greater percentage of students earned scores in the two higher percentile ranges (51-99).
V. **Project Results** How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter I - Traditional Program	• The traditional Chapter I Program was implemented at Walter White School, in which third, fourth and fifth grade students averaged 3 to 8 NCE gains for reading and 4 to 13 NCE gains for mathematics. • Students in traditional Chapter I Program systemwide averaged 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was for third grade which recorded a loss of 1 NCE point for mathematics.

Critical Questions	Findings
V. **Project Results** B. Remedial Education Program (REP)	• REP achievement gains were made in third and fourth grade reading and fifth grade mathematics. The achievement gains for REP students systemwide averaged 2 to 7 points for reading and 2 to 5 points for mathematics. The exception was for third grade which lost one NCE point for mathematics.
VI. **Progression Status** How did the school's progression status compare to that of the system?	• Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy. • A range of 80 to 94 percent of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and all were promoted. • The progression status report for 1992-93 showed that 96 percent of White's students were promoted, 2 percent were administratively placed, and 2 percent were retained. Last year in 1991-92, 90 percent were promoted, 3 percent were administratively placed and 6 percent were retained. Systemwide in 1993, 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.

R&E/EPP:lf/jep October 18, 1993

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

Georgia Kindergarten Assessment Program
1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	84	93	92
II. Logical-Mathematical	82	93	93
III. Physical	92	97	96
IV. Personal	84	94	92
V. Social	82	94	93
Total Number Reported	49	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	88	93	92
B. Processes Auditory Information	92	92	92
C. Communicates Orally	86	91	92
D. Demonstrates Emergent Literacy	84	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	82	90	91
B. Makes Comparisons	80	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	94	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383-104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information
- recognizes letters of the alphabet
- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Process Auditory Information
- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally

C. Communicates Orally
- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy
- attends to print
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects
- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons
- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons
- demonstrates understanding of the concepts of smaller, larger and same

C. Knows Numbers 1 to 10
- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns
- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination
- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words without samples
- use scissors to cut appropriately
- manipulates simple objects

B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills
- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept
- attempts to respond to questions even when unsure regarding the answers
- attempts new activities without undue anxiety or fear
- plays well with other children

B. Initiates Independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities

C. Acts Responsibly
- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities
- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks
- carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
8/18/93

GEORGIA CURRICULUM BASED ASSESSMENT

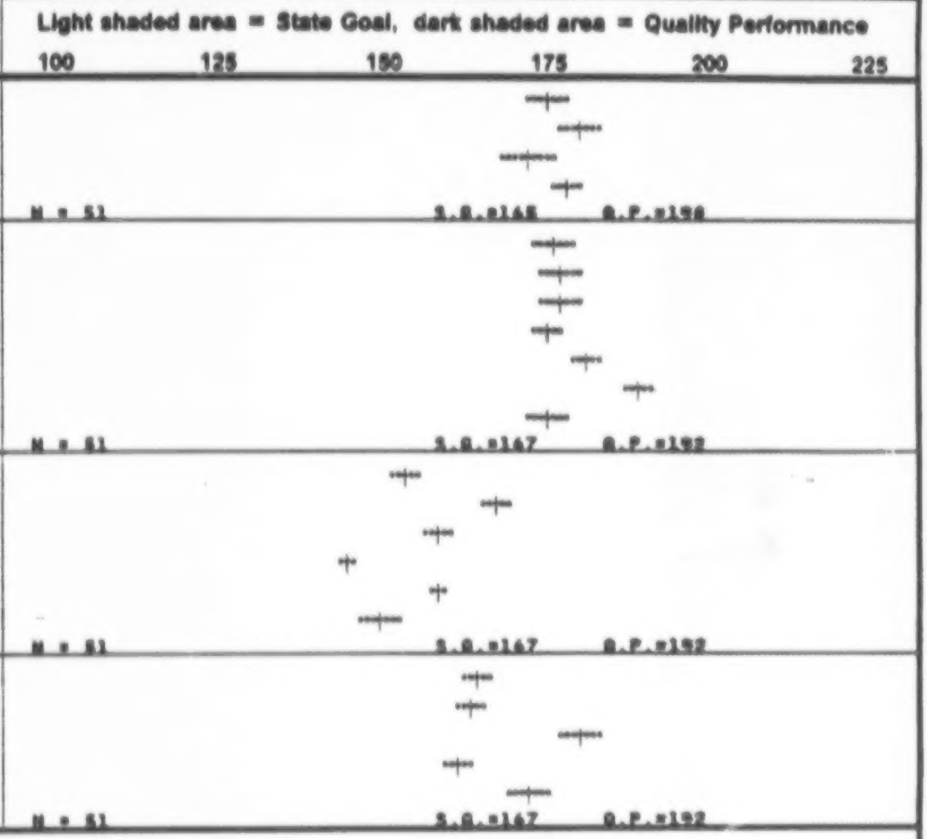
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WHITE ELEM
School Code: 3069

Date Printed: 24NOV92
REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	175 ±3
Literal Comp	180 ±3
Infer & Crit Comp	172 ±4
Reference & Study	178 ±2
MATHEMATICS	176 ±3
Numbers & Num Rel	177 ±3
Operations & Comp	177 ±3
Geometry	175 ±2
Measurement	181 ±2
Prob & Stat	189 ±2
PROBLEM SOLVING	175 ±3
SCIENCE	153 ±2
Life Science	167 ±2
Earth Science	158 ±2
Physical Science	144 ±1
Process Skills	158 ±1
Env/Sci/Tech/Soc	149 ±3
SOCIAL STUDIES	164 ±2
Communities	163 ±2
Citizenship	180 ±3
American Heritage	161 ±2
Skills	172 ±3



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2226

† = the school score
••• = the standard error (S.E.)

GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WHITE ELEM
School Code: 3069

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS:READING	173 ±4	
Literal Comp	197 ±5	
Infer & Crit Comp	165 ±7	
Reference & Study	176 ±2	
		N = 43 S.G.=162 Q.P.=187
MATHEMATICS	164 ±3	
Numbers & Num Rel	169 ±2	
Operations & Comp	168 ±2	
Geometry	166 ±1	
Measurement	165 ±3	
Prob & Stat	190 ±3	
PROBLEM SOLVING	174 ±3	
		N = 43 S.G.=167 Q.P.=192
SCIENCE	155 ±2	
Life Science	159 ±1	
Earth Science	157 ±1	
Physical Science	164 ±1	
Process Skills	161 ±3	
Env/Sci/Tech/Soc	151 ±1	
		N = 43 S.G.=168 Q.P.=193
SOCIAL STUDIES	154 ±2	
Geog Regions	162 ±2	
Canada Hist/Geog	134 ±0	
U.S. pre-1791	163 ±1	
U.S. 1791-1875	154 ±1	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	160 ±1	
Skills	159 ±4	
		N = 43 S.G.=170 Q.P.=195
HEALTH	169 ±2	
Sfty/Prs/Mntl Hlth	176 ±2	
Nutrition	165 ±1	
Substance Abuse	182 ±1	
Growth, Dev & Fam	166 ±1	
		N = 43 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

2229

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	40	90	92	31	85	
02	30	28	75	37	40	
03	39	74	79	16		
04	36	72	71	24	53	
05	17	41	88	60	47	
06		79				
07		48				
School Total	162	63	82	31	45	14
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

	Number Tested	Percent At/Above National Norm(NP=50)				
Grade	1993	1990	1991	1992	1993	*Diff
01	40	88	88	36	73	
02	30	78	86	30	67	
03	39	77	67	21	21	
04	36	67	86	32	44	
05	17	91	97	40	35	
06		93				
07		62				
School Total	162	80	84	31	49	18
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
03 Non SWP	1	40	42	2	1	47	65	18
04 Non SWP	1	52	56	4	1	52	49	-3
05 Non SWP	1	33	32	-1	1	22	22	

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 WEST ATLANTA ELEMENTARY

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02	15	37	37		10	27	42	15
03	16	40	27	-13	13	35	24	-11
04	20	28	39	11	15	18	40	22
05								

System

Grade	Reading				Mathematics			
	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 WEST ATLANTA ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	35	95			2	5	37
	System	5,184	95			294	5	5,478
01	School	36	88	2	5	3	7	41
	System	4,879	89	202	4	408	7	5,489
02	School	26	84	5	16			31
	System	4,527	91	257	5	185	4	4,969
03	School	40	100					40
	System	4,598	92	260	5	113	2	4,971
04	School	35	97	1	3			36
	System	4,608	94	227	5	82	2	4,917
05	School	21	75	7	25			28
	System	4,588	96	191	4	20		4,799
	School	193	91	15	7	5	2	213
	System	28,384	93	1,137	4	1,102	4	30,623

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: WEST MANOR ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	3	6	14	27	12	23	9	17	14	27	52
POSTTEST	LEVEL	2	7	13	15	29	14	27	8	15	8	15	52
DIFFERENCE	LEVEL	2	4	7	1	2	2	4	-1	-2	-6	-12	
PRETEST	LEVEL	3	2	5	3	7	8	19	11	26	18	43	42
POSTTEST	LEVEL	3	2	5	13	31	13	31	4	10	10	24	42
DIFFERENCE	LEVEL	3	0	0	10	24	5	12	-7	-16	-8	-19	
PRETEST	LEVEL	4	10	22	8	18	12	27	2	4	13	29	45
POSTTEST	LEVEL	4	9	20	16	36	8	18	8	18	4	9	45
DIFFERENCE	LEVEL	4	-1	-2	8	18	-4	-9	6	14	-9	-20	
PRETEST	LEVEL	5	4	7	11	18	19	31	12	20	15	25	61
POSTTEST	LEVEL	5	4	7	7	11	16	26	11	18	23	38	61
DIFFERENCE	LEVEL	5	0	0	-4	-7	-3	-5	-1	-2	8	13	
			19	10	36	18	51	26	34	17	60	30	200
			22	11	51	26	51	26	31	16	45	23	200
			3	1	15	8	0	0	-3	-1	-15	-7	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

SCHOOL: 41861 WEST MANOR ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	56	45	60	55	43	78
02	49	22	45	49	28	57
03	41	19	46	40	27	68
04	45	17	38	45	22	49
05	60	34	57	60	32	53
SCHOOL TOTAL	251	137	55	249	152	61
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
WEST MANOR ELEMENTARY SCHOOL 41861

	NUMBER	PERCENT
STAGE 3: INVENTED WORD WRITER	1	2.5
STAGE 4: COPIER	3	7.5
STAGE 6: PHRASE/SENTENCE WRITER	10	25.0
STAGE 7: SIMPLE STORY WRITER	25	62.5
STAGE 8: INTERMEDIATE STORY WRITER	1	2.5
TOTAL NUMBER	40	100.0

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*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	57	79	74	70	81	
02	54	65	39	58	43	
03	43	65	38	40	47	
04	47	56	52	33	38	
05	61	50	54	52	56	
School Total	262	64	49	50	54	4
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	56	79	76	68	79	
02	54	79	78	87	54	
03	42	65	51	47	67	
04	47	50	57	41	49	
05	61	62	63	56	52	
School Total	260	69	63	59	60	1
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	8	17	291	5
K-GARTEN - HEAD START	3	6	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	8	17	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	28	60	2391	45
FIRST GRADE - APS K-GARTEN	40	91	4862	90
FIRST GRADE - NON-APS K-GARTEN	4	9	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

6. PERCENT PUPIL ATTENDANCE:

	SCHOOL	ALL ELEMENTARY
1990-91	94.6	94.4
1991-92	93.7	94.1
1992-93	93.7	94.2

7. PERCENT CERTIFIED STAFF ATTENDANCE:

	SCHOOL	ALL ELEMENTARY
1990-91	98.3	97.2
1991-92	97.3	97.4
1992-93	96.5	97.4

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: WHITE ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	12	26	14	30	11	23	8	17	2	4	47
POSTTEST LEVEL 4	9	19	14	30	11	23	8	17	5	11	47
DIFFERENCE LEVEL 4	-3	-7	0	0	0	0	0	0	3	7	
PRETEST LEVEL 5	7	18	14	35	9	23	3	8	7	18	40
POSTTEST LEVEL 5	5	13	19	48	7	18	5	13	4	10	40
DIFFERENCE LEVEL 5	-2	-5	5	13	-2	-5	2	5	-3	-8	
	19	22	28	32	20	23	11	13	9	10	87
	14	16	33	38	18	21	13	15	9	10	87
	-5	-6	5	6	-2	-2	2	2	0	0	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

GEORGIA CURRICULUM BASED ASSESSMENT

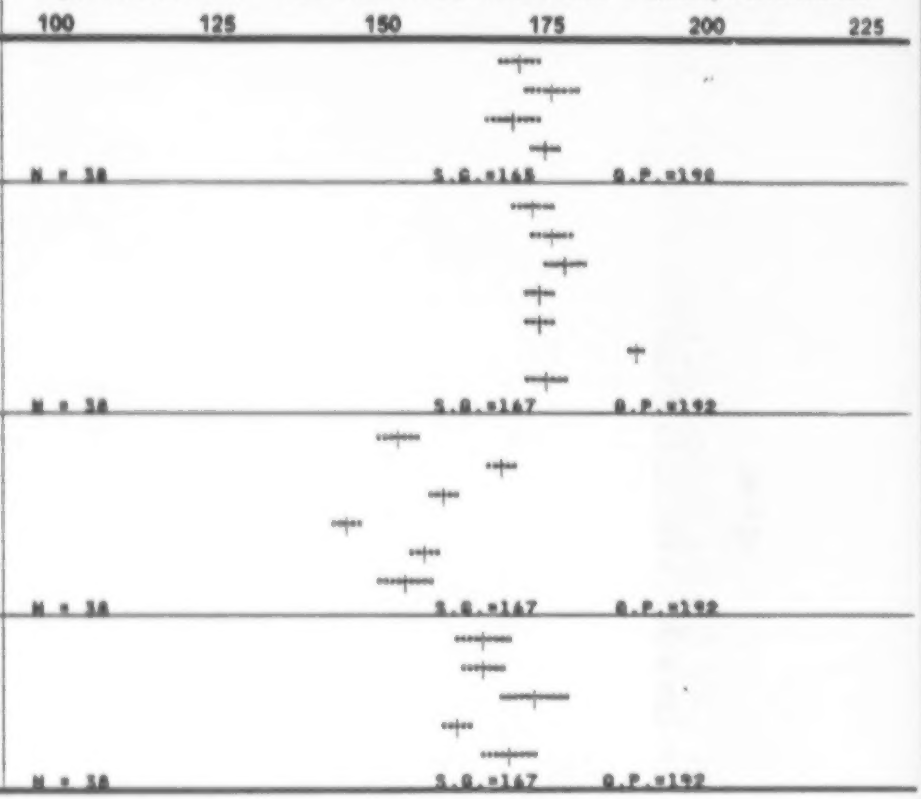
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WHITE ELEM
School Code: 3069

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	171 ±3
Literal Comp	176 ±4
Infer & Crit Comp	170 ±4
Reference & Study	175 ±2
MATHEMATICS	173 ±3
Numbers & Num Rel	176 ±3
Operations & Comp	178 ±3
Geometry	174 ±2
Measurement	174 ±2
Prob & Stat	189 ±1
PROBLEM SOLVING	175 ±3
SCIENCE *	152 ±3
Life Science	168 ±2
Earth Science	159 ±2
Physical Science	144 ±2
Process Skills	156 ±2
Env/Sci/Tech/Soc	153 ±4
SOCIAL STUDIES	165 ±4
Communities	165 ±3
Citizenship	173 ±5
American Heritage	161 ±2
Skills	169 ±4



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

2227

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

┼ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

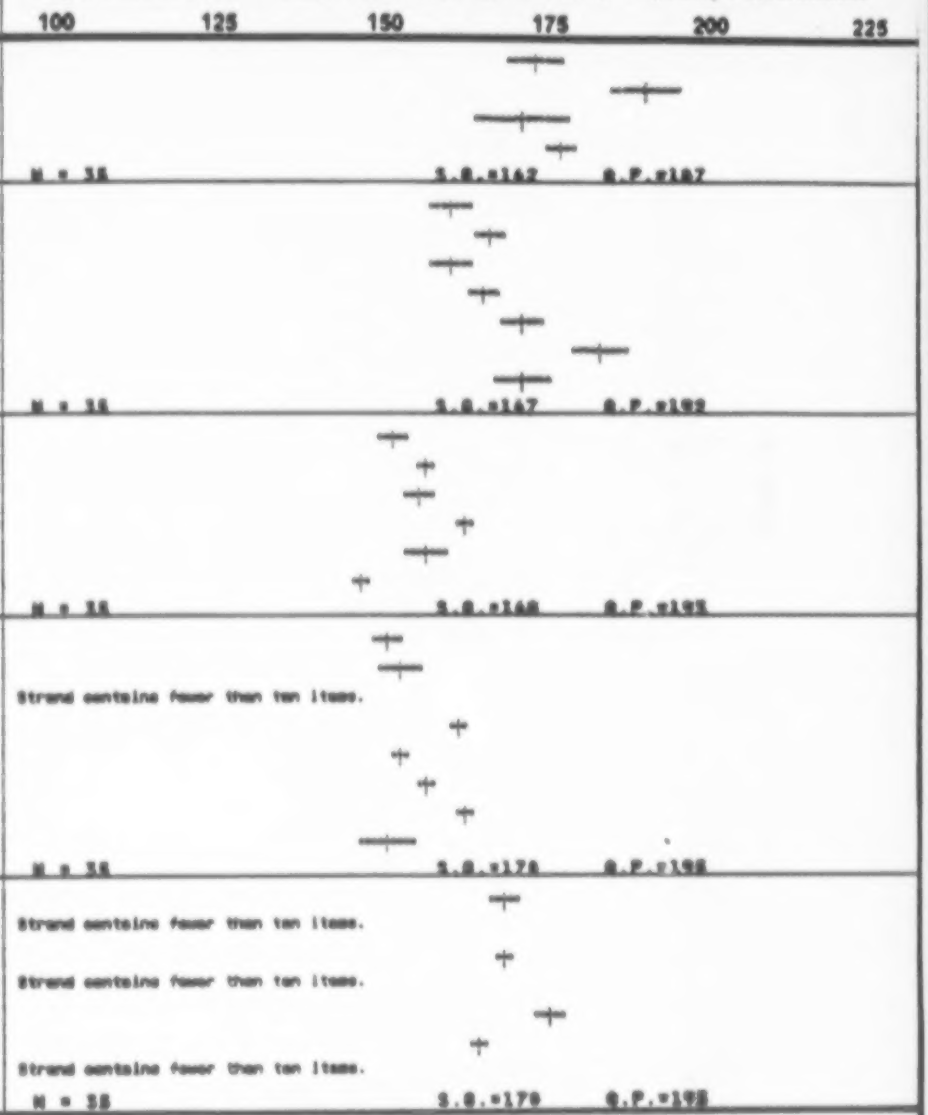
GEORGIA
CURRICULUM
BASED
ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WHITE ELEM
School Code: 3069

Date Printed: 11NOV92



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	173 ±4	
Literal Comp	190 ±5	
Infer & Crit Comp	171 ±7	
Reference & Study	177 ±2	
		N = 38 S.G.=162 Q.P.=187
MATHEMATICS	160 ±3	
Numbers & Num Rel	166 ±2	
Operations & Comp	160 ±3	
Geometry	165 ±2	
Measurement	171 ±3	
Prob & Stat	183 ±4	
PROBLEM SOLVING	171 ±4	
		N = 38 S.G.=167 Q.P.=192
SCIENCE	151 ±2	
Life Science	156 ±1	
Earth Science	155 ±2	
Physical Science	162 ±1	
Process Skills	156 ±3	
Env/Sci/Tech/Soc	146 ±1	
		N = 38 S.G.=168 Q.P.=193
SOCIAL STUDIES	150 ±2	
Geog Regions	152 ±3	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	
U.S. 1875-1932	156 ±1	
U.S. 1932-present	162 ±1	
Skills	150 ±4	
		N = 38 S.G.=173 Q.P.=198
HEALTH	168 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	168 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	175 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 38 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

2228

ǂ = the school score
••• = the standard error (S.E.)

10/11/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: WHITE ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 2	3	7	12	29	7	17	7	17	13	31	42
POSTTEST LEVEL 2	6	14	17	40	9	21	8	19	2	5	42
DIFFERENCE LEVEL 2	3	7	5	11	2	4	1	2	-11	-26	
PRETEST LEVEL 3	4	15	13	48	3	11	6	22	1	4	27
POSTTEST LEVEL 3	10	37	14	52	2	7	1	4	0	0	27
DIFFERENCE LEVEL 3	6	22	1	4	-1	-4	-5	-18	-1	-4	
PRETEST LEVEL 4	11	22	13	27	15	31	2	4	8	16	49
POSTTEST LEVEL 4	12	24	19	39	10	20	4	8	4	8	49
DIFFERENCE LEVEL 4	1	2	6	12	-5	-11	2	4	-4	-8	
PRETEST LEVEL 5	12	35	11	32	5	15	2	6	4	12	34
POSTTEST LEVEL 5	7	21	13	38	5	15	4	12	5	15	34
DIFFERENCE LEVEL 5	-5	-14	2	6	0	0	2	6	1	3	
	30	20	49	32	30	20	17	11	26	17	152
	35	23	63	41	26	17	17	11	11	7	152
	5	3	14	9	-4	-3	0	0	-15	-10	

2221

2220

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

08/06/93
WHITE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	274	296	314	18	6.1	40	14.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	260	83	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	54	17	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	134	43	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	38	12	3873	12
MOBILITY INDEX	.43		.38	
3. PUPIL-TEACHER RATIO	26.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	81	26	15734	50
CHAPTER I MATH	46	15	14903	47
REP READING	23	7	4384	14
REP MATH	23	7	3768	12
SPECIAL INSTRUCTIONAL ASSISTANCE	44	14	1083	3
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	48	15	2028	6

8/04/93 WEST MANOR ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	41	100					41
	System	5,184	95			294	5	5,478
01	School	52	91			5	9	57
	System	4,879	89	202	4	408	7	5,489
02	School	53	91	4	7	1	2	58
	System	4,527	91	257	5	185	4	4,969
03	School	42	88	3	6	3	6	48
	System	4,598	92	260	5	113	2	4,971
04	School	45	88	5	10	1	2	51
	System	4,608	94	227	5	82	2	4,917
05	School	68	100					68
	System	4,588	96	191	4	20		4,799
	School	301	93	12	4	10	3	323
	System	28,384	93	1,137	4	1,102	4	30,623

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
03 Non SWP	1	36	15	-21	1	25	23	-2
04 Non SWP	10	28	35	7	12	32	37	5
05 Non SWP	21	35	45	10	21	36	41	5

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	12	39	29	-10	13	44	35	-9
03	11	34	36	2	2	45	27	-18
04	11	31	34	3	12	33	36	3
05	8	32	44	12	3	35	27	-8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

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* Scores for students in the Program for Exceptional Children are excluded

ATLANTA PUBLIC SCHOOLS

STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993

WHITE ELEMENTARY SCHOOL 41868

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	2.0
STAGE 3: INVENTED WORD WRITER	6	12.2
STAGE 4: COPIER	6	12.2
STAGE 5: NEW WORD WRITER	3	6.1
STAGE 6: PHRASE/SENTENCE WRITER	12	24.5
STAGE 7: SIMPLE STORY WRITER	21	42.9
TOTAL NUMBER	49	99.9

*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

08/06/93
WEST MANOR ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	5
K-GARTEN - HEAD START	3	8	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	32	80	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	5	13	2391	45
FIRST GRADE - APS K-GARTEN	50	88	4862	90
FIRST GRADE - NON-APS K-GARTEN	7	12	481	9
FIRST GRADE - NO K-GARTEN	0	0	60	1

	SCHOOL PERCENT	ALL ELEMENTARY PERCENT
6. PERCENT PUPIL ATTENDANCE:		
1990-91	96.6	94.4
1991-92	96.6	94.1
1992-93	96.9	94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:		
1990-91	97.6	97.2
1991-92	97.9	97.4
1992-93	97.2	97.4

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: WEST MANOR ELEMENTARY SCHOOL

			EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
					UPPER		MIDDLE		LOWER				
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	4	9	19	24	50	6	13	3	6	6	13	48
POSTTEST	LEVEL	4	7	15	18	38	13	27	7	15	3	6	48
DIFFERENCE	LEVEL	4	-2	-4	-6	-12	7	14	4	9	-3	-7	
PRETEST	LEVEL	5	0	0	5	8	18	29	23	37	17	27	63
POSTTEST	LEVEL	5	3	5	12	19	12	19	22	35	14	22	63
DIFFERENCE	LEVEL	5	3	5	7	11	-6	-10	-1	-2	-3	-5	
			9	8	29	26	24	22	26	23	23	21	111
			10	9	30	27	25	23	29	26	17	15	111
			1	1	1	1	1	1	3	3	-6	-6	

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

08/06/93
WEST MANOR ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1990-91	1991-92	1992-93	DIFFERENCE 2 YEARS	DIFFERENCE PERCENT	DIFFERENCE 3 YEARS	DIFFERENCE PERCENT
SCHOOL	277	294	323	29	9.9	46	16.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PERCENT	ALL ELEMENTARY NUMBER	ALL ELEMENTARY PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	308	95	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	15	5	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	82	25	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	37	11	3873	12
MOBILITY INDEX	.16		.38	
3. PUPIL-TEACHER RATIO	21.5		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	32	10	15734	50
CHAPTER I MATH	36	11	14903	47
REP READING	51	16	4384	14
REP MATH	37	11	3768	12

2165

2164

10/06/93

SCHOOL: 41868 WHITE ELEMENTARY SCHOOL

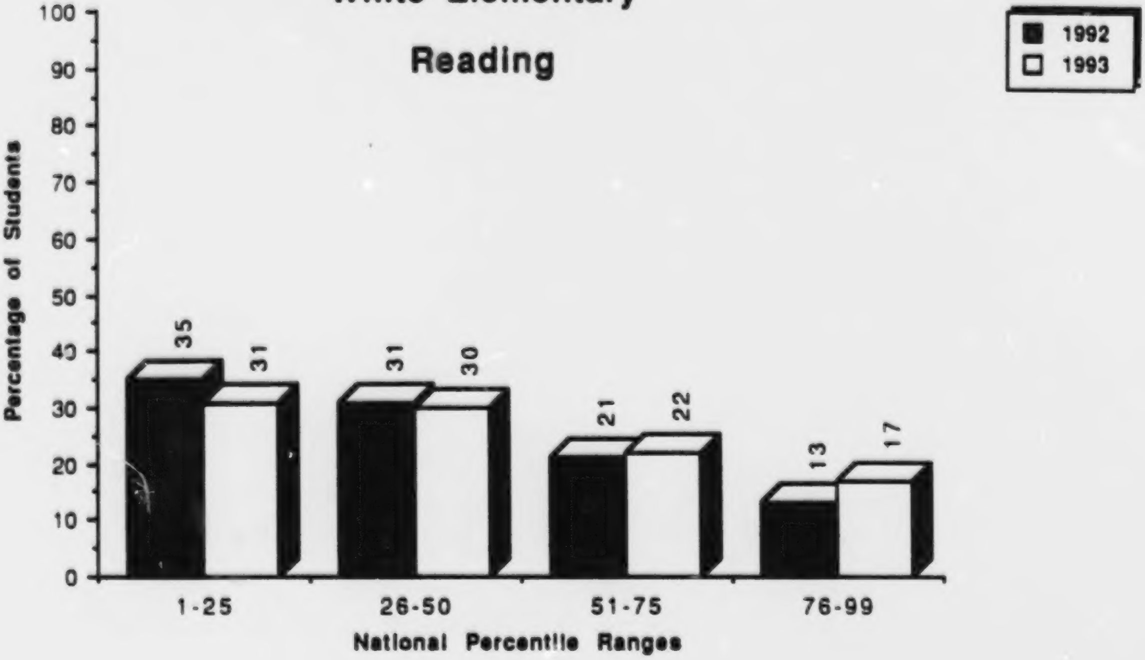
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

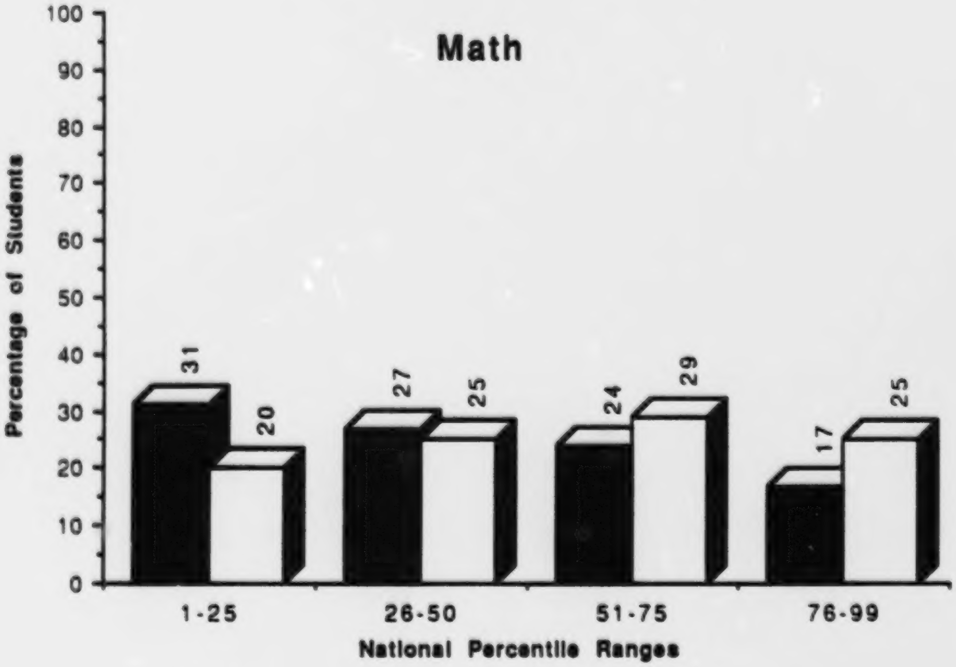
	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	38	22	58	38	28	74
02	37	15	41	37	20	54
03	32	8	25	31	20	65
04	46	21	46	46	20	43
05	35	12	34	35	21	60
SCHOOL TOTAL	188	78	41	187	109	58
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

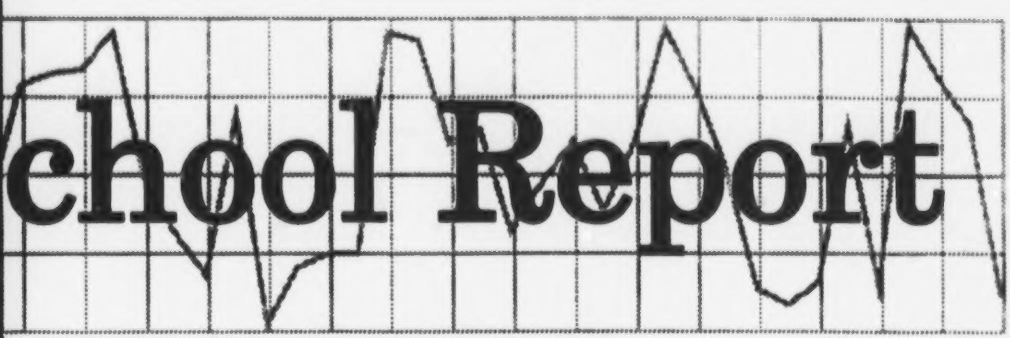
White Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

ATLANTA PUBLIC SCHOOLS



chool Report

1992-93

WHITEFOORD ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

WHITEFOORD ELEMENTARY SCHOOL
1992-93 FINAL SCHOOL REPORT
Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• In contrast to the systemwide trend, student enrollment at Whitefoord steadily increased over a three-year period. • The student mobility index of .37 was slightly below the system's mobility index (.38). Eighty-six percent of the students were enrolled at least seven attendance periods. • Chapter I services were administered through the Schoolwide Project. In addition, kindergarten students were taught French through a foreign language program. • A state-funded after-school program served 30 students. • Sixty-three percent of the kindergarten students entered school with no pre-school experiences. • All except two first grade students had attended kindergarten. • The percentage of student attendance (94.0) was slightly below the system percentage (94.2). • Staff attendance increased and remained above the system average.

Critical Questions	Findings
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of kindergarten students receiving "yes" ratings in each of the five capability areas were equal to or greater than the corresponding system and state percentages. Within the Communicative Capability, particular attention may be needed in the area of oral communication. Within the Logical-Mathematical Capability, attention may be needed in the area of sorting sets of objects.
B. What was the ending performance of kindergarten students in writing?	• Sixty-four percent of the kindergarten students were Phrase/Sentence Writers, Simple Story Writers or Intermetiate Story Writers by the end of the school year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In the area of fiction, there were increases in the percentages of students in the Upper Adequate and Excellent categories and corresponding decreases in the percentages of students scoring in the Lower Adequate and Needs Improvement categories. This trend was not evident in grade 4 in the area of nonfiction. In grade 4, there were more students with scores in the Needs Improvement and Lower Adequate categories and fewer students with scores in the Excellent category at the end of the year.
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? A. Grade 3	• Taking into account the standard error, scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts) and all strands in the area of Mathematics. In 1992 only, students met the state goal in the Skills strand in the area of Social Studies. In 1993, additional strands for which the state goal was met or exceeded included Life Science (Science) and Citizenship (Social Studies). Quality performance was not indicated in any content areas or strands in either 1992 or 1993.

Critical Question	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following: (continued)	
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, there were increases in the percentages of students scoring in the highest quadrant (76th - 99th percentile range).
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
A. Chapter I - Schoolwide Project	• At all grades, NCE gains made by Chapter I - eligible students at Whitefoord in reading were greater than those made by similar Schoolwide Project students systemwide. In mathematics, gains made by Whitefoord's students were less than those made by similar students systemwide.
B. Remedial Education Program (REP)	• NCE gains were made by Whitefoord's REP students in grades 3, 4 and 5 in reading and in grade 5 in mathematics.
VI. Progression Status	
How did the school's progression status compare to that of the system?	• Ninety-three percent of the students were promoted to the next grade. This percentage was equal to that of the system. The largest percentage of retained students was in grade 1. The largest percentages of administratively placed students were in grades 2 and 3.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	• In the fifth grade, taking into acount in both the standard error, students' scores met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts and in 1993 only, in the area of Health. Strands for which the state goal was met or exceeded both years included all strands in Language Arts; Numbers and Number Relations, Problem Solving, and Probability and Statistics (Mathematics); and Substance Abuse (Health). Additional strands for which the state goal was met in 1993 only included Operations and Computations and Measurement (Mathematics) and Safety/Personal Health/Meltal Health (Health). Quality performance was indicated in the Literal Comprehension strand (Language Arts) and the Probability and Statistics strand (Mathematics) in 1993.
IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was an 8-point increase in the schoolwide percentage of students scoring at or above the national norm in reading. In mathematics, the percentage of students scoring at or above the national norm remained at 57 percent. Over 50 percent of the students had scores at or above the national norm in grades 1, 2, 3 and 5 in reading and in grades 1, 2 and 5 in mathematics.
B. Students who attended the school for seven or more attendance periods?	• Students who attended school at least seven attendance periods had slightly higher scores in both reading and mathematics in comparison with the entire student body tested.

1992-93
ELEMENTARY SCHOOL
DATA DESCRIPTION SHEET

General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap
R&E
7/30/93

Whiteford Elementary School

Georgia Kindergarten Assessment Program

1993

Overall Capability			
Capabilities	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative	97	93	92
II. Logical-Mathematical	96	93	93
III. Physical	98	97	96
IV. Personal	94	94	92
V. Social	95	94	93
Total Number Reported	102	5,325	95,915

Structured Assessment Activities*			
Capabilities and Key Indicators	Percentage Receiving "Yes" Rating		
	School	System	State
I. Communicative			
A. Processes Visual Information	97	93	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	88	91	92
D. Demonstrates Emergent Literacy	94	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	88	90	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	97	93	93
D. Extends Patterns	97	92	93

*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation
#383 104
7/12/93

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of *Yes* or *No* for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

I. COMMUNICATIVE CAPABILITY

- **A. Processes Visual Information**
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters*, and words
  - interprets pictures
- **B. Process Auditory Information**
  - recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
  - discriminates similarities/differences in words*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- **C. Communicates Orally**
  - uses languages for social interaction
  - retells stories*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- **D. Demonstrates Emergent Literacy**
  - attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter*, word*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
  - attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

II. LOGICAL-MATHEMATICAL CAPABILITY

- **A. Sorts Sets of Objects**
  - sorts objects by size*, shape*, color* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B. Makes Comparisons**
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same
- **C. Knows Numbers 1 to 10**
  - counts up to at least 10 elements in a set*
  - recognizes numerals from 0 to 10*
  - matches numerals to sets of 10 or less
- **D. Extends Patterns**
  - continues simple patterns by color*, shape*, size*, or other characteristics
  - creates and extends own patterns

III. PHYSICAL CAPABILITY

- **A. Demonstrates Fine Motor Coordination**
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B. Understands Spatial Concepts**
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- **C. Performs Basic Locomotor Skills**
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- **D. Performs Basic Manipulative Skills**
  - grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

- **A. Demonstrates a Positive Self-Concept**
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- **B. Initiates Independent Activities**
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- **C. Acts Responsibly**
  - follows classroom rules
  - treats others and their belongings with respect

V. SOCIAL CAPABILITY

- **A. Participation in Group Activities**
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- **B. Carries Out Assigned Tasks**
  - carries out tasks to completion that are assigned by the teacher

**Skills Assessed with Structured Assessment Activities.*

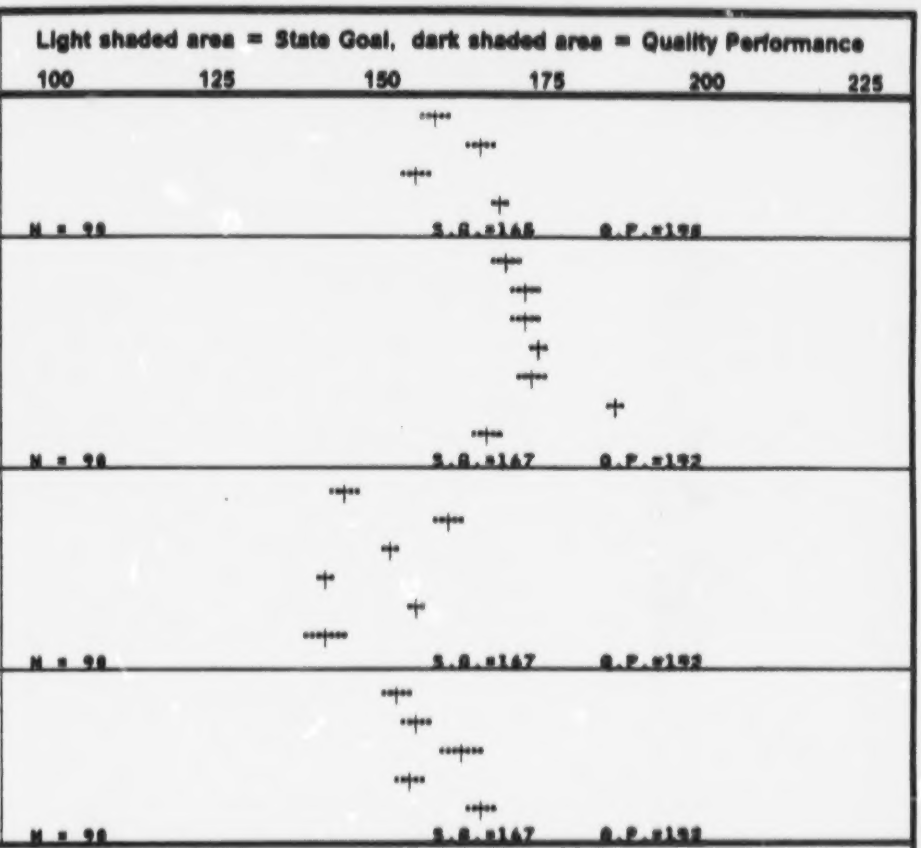
GEORGIA
CURRICULUM
BASED
ASSESSMENT

School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WHITEFOORD ELEM
School Code: 3569

Date Printed: 24NOV92
REVISED (Social Studies ONLY)



Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance 100 125 150 175 200 225
LANG ARTS: READING	158 ±2	
Literal Comp	165 ±2	
Infer & Crit Comp	155 ±2	
Reference & Study	168 ±1	N = 98 S.G.=165 Q.P.=198
MATHEMATICS	169 ±2	
Numbers & Num Rel	172 ±2	
Operations & Comp	172 ±2	
Geometry	174 ±1	
Measurement	173 ±2	
Prob & Stat	186 ±1	
PROBLEM SOLVING	166 ±2	N = 98 S.G.=167 Q.P.=192
SCIENCE	144 ±2	
Life Science	160 ±2	
Earth Science	151 ±1	
Physical Science	141 ±1	
Process Skills	155 ±1	
Env/Sci/Tech/Soc	141 ±3	N = 98 S.G.=167 Q.P.=192
SOCIAL STUDIES	152 ±2	
Communities	155 ±2	
Citizenship	162 ±3	
American Heritage	154 ±2	
Skills	165 ±2	N = 98 S.G.=167 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
••• = the standard error (S.E.)

Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

Description of Writing Stages

Stage 1 ***Pictographic Writer***
Child writing is drawing; does not use alphabet letters.

Stage 2 ***Scribble Writer***
Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 ***Invented Word Writer***
Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 ***Copier***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 ***New Word Writer***
Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 ***Phrase/Sentence Writer***
Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 ***Simple Story Writer***
Child's story consists of short related sentences.

Stage 8 ***Intermediate Story Writer***
Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 **Advanced Story Writer**
Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107

Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge.

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap
8/18/93

GEORGIA CURRICULUM BASED ASSESSMENT

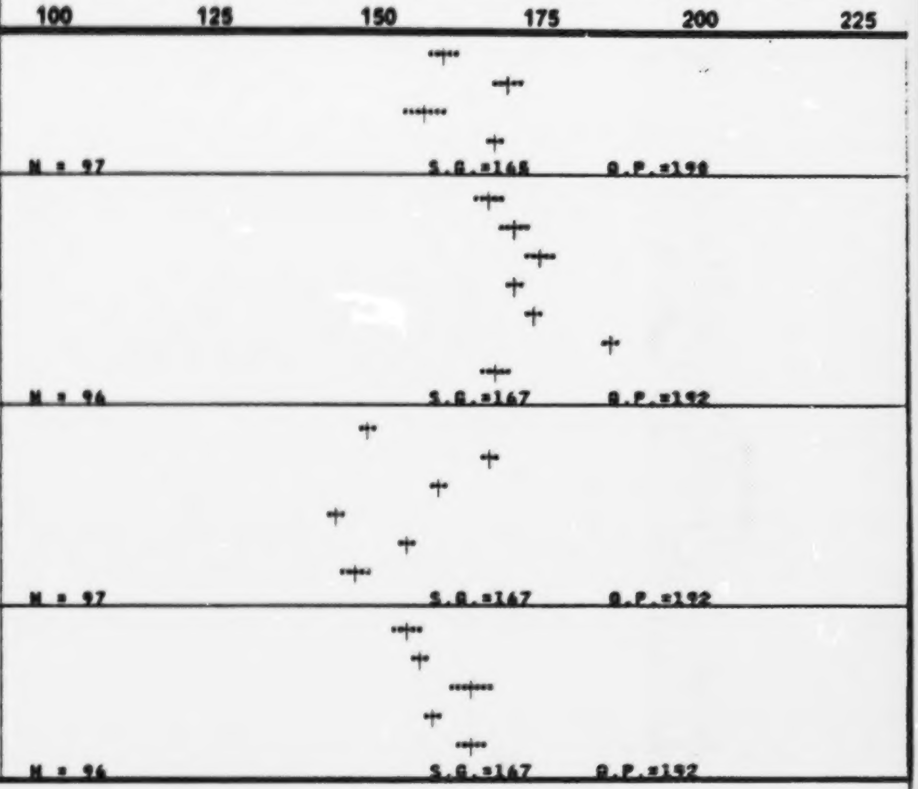
School Content Area Summary

GRADE 3

System Name: ATLANTA CITY
System Code: 761
School Name: WHITEFOORD ELEM
School Code: 3569

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
LANG ARTS:READING	160 ±2	
Literal Comp	170 ±2	
Infer & Crit Comp	157 ±3	
Reference & Study	168 ±1	
		N = 97 S.G.=168 Q.P.=190
MATHEMATICS	167 ±2	
Numbers & Num Rel	171 ±2	
Operations & Comp	175 ±2	
Geometry	171 ±1	
Measurement	174 ±1	
Prob & Stat	186 ±1	
PROBLEM SOLVING	168 ±2	
		N = 96 S.G.=167 Q.P.=192
SCIENCE *	148 ±1	
Life Science	167 ±1	
Earth Science	159 ±1	
Physical Science	143 ±1	
Process Skills	154 ±1	
Env/Sci/Tech/Soc	146 ±2	
		N = 97 S.G.=167 Q.P.=192
SOCIAL STUDIES	154 ±2	
Communities	156 ±1	
Citizenship	164 ±3	
American Heritage	158 ±1	
Skills	164 ±2	
		N = 96 S.G.=167 Q.P.=192



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

*--The 1993 Science scaled score reflects an increased weighting on Process Skills

ǂ = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

2270

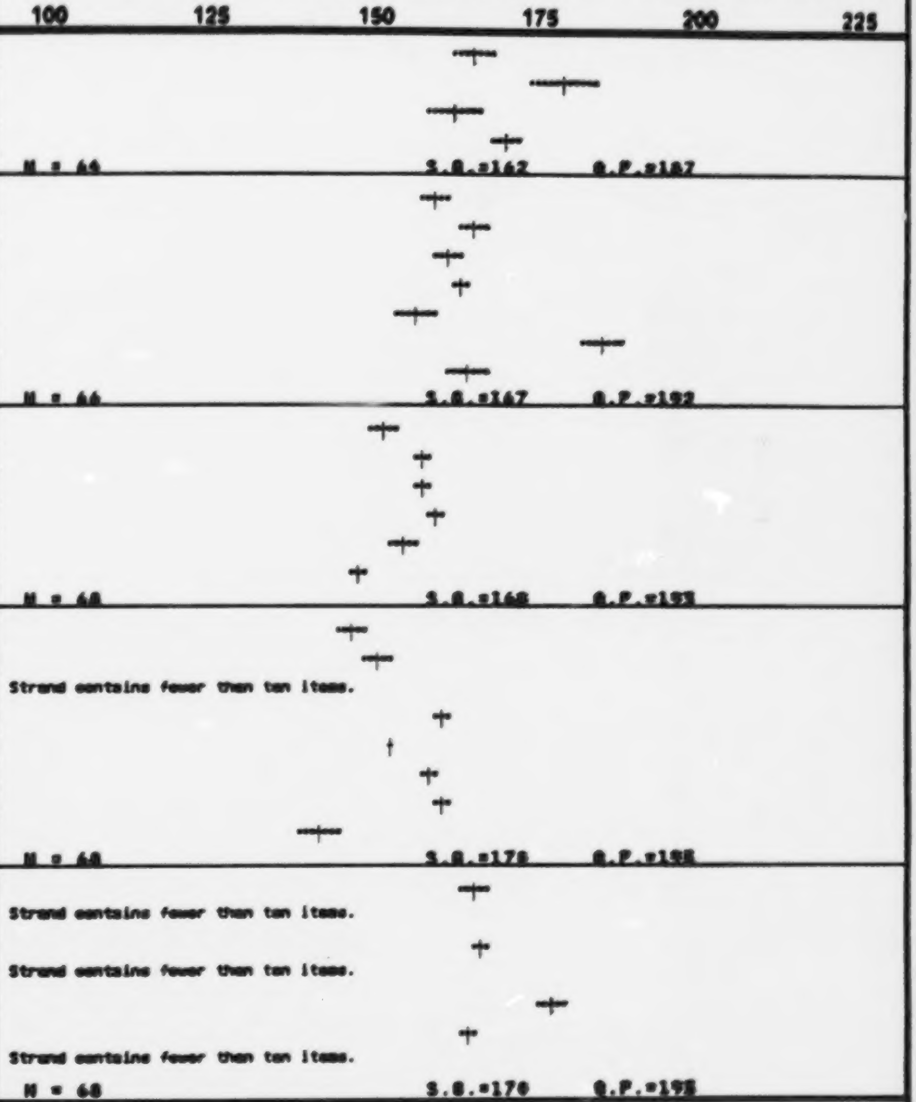
GEORGIA CURRICULUM BASED ASSESSMENT

School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WHITEFOORD ELEM
School Code: 3569

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
		
LANG ARTS:READING	165 ±3	
Literal Comp	179 ±5	
Infer & Crit Comp	162 ±4	
Reference & Study	170 ±2	
		N = 64 S.G.=162 Q.P.=187
MATHEMATICS	159 ±2	
Numbers & Num Rel	165 ±2	
Operations & Comp	161 ±2	
Geometry	163 ±1	
Measurement	156 ±3	
Prob & Stat	185 ±3	
PROBLEM SOLVING	164 ±3	
		N = 66 S.G.=167 Q.P.=192
SCIENCE	151 ±2	
Life Science	157 ±1	
Earth Science	157 ±1	
Physical Science	159 ±1	
Process Skills	154 ±2	
Env/Sci/Tech/Soc	147 ±1	
		N = 68 S.G.=168 Q.P.=193
SOCIAL STUDIES	146 ±2	
Geog Regions	150 ±2	
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	
U.S. 1791-1875	152 ±0	
U.S. 1875-1932	158 ±1	
U.S. 1932-present	160 ±1	
Skills	141 ±3	
		N = 68 S.G.=173 Q.P.=198
HEALTH	165 ±2	
Safety	No report	Strand contains fewer than ten items.
Nutrition	166 ±1	
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	177 ±2	
Growth, Dev & Fam	164 ±1	
Mental Health	No report	Strand contains fewer than ten items.
		N = 68 S.G.=170 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

2271

† = the school score
••• = the standard error (S.E.)

GEORGIA
CURRICULUM
BASED
ASSESSMENT

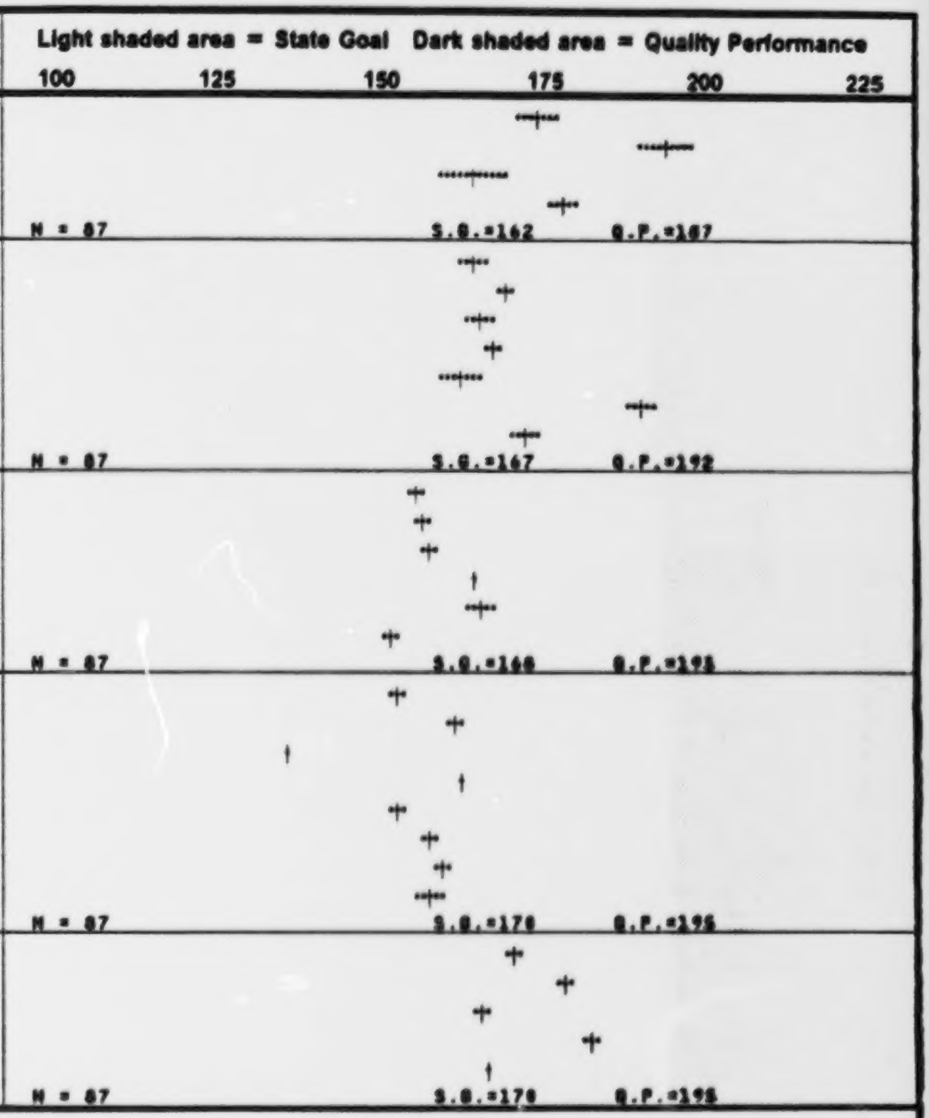
School Content Area Summary

GRADE 5

System Name: ATLANTA CITY
System Code: 761
School Name: WHITEFOORD ELEM
School Code: 3569

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.
LANG ARTS:READING	174 ±3
Literal Comp	194 ±4
Infer & Crit Comp	164 ±5
Reference & Study	178 ±2
MATHEMATICS	164 ±2
Numbers & Num Rel	169 ±1
Operations & Comp	165 ±2
Geometry	167 ±1
Measurement	162 ±3
Prob & Stat	190 ±2
PROBLEM SOLVING	172 ±2
SCIENCE	155 ±1
Life Science	156 ±1
Earth Science	157 ±1
Physical Science	164 ±0
Process Skills	165 ±2
Env/Sci/Tech/Soc	151 ±1
SOCIAL STUDIES	152 ±1
Geog Regions	161 ±1
Canada Hist/Geog	135 ±0
U.S. pre-1791	162 ±0
U.S. 1791-1875	152 ±1
U.S. 1875-1932	157 ±1
U.S. 1932-present	159 ±1
Skills	157 ±2
HEALTH	170 ±1
Sfty/Prs/Mntl Hlth	178 ±1
Nutrition	165 ±1
Substance Abuse	182 ±1
Growth, Dev & Fam	166 ±0



Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

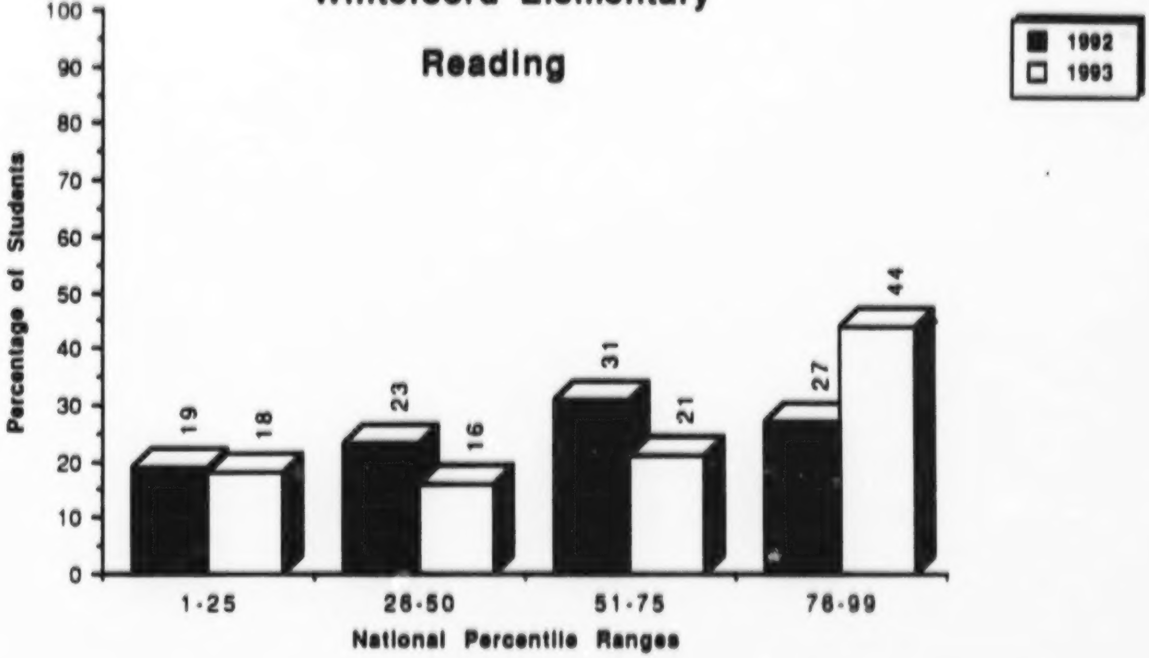
However, your school's scores do not indicate quality performance in any content area.

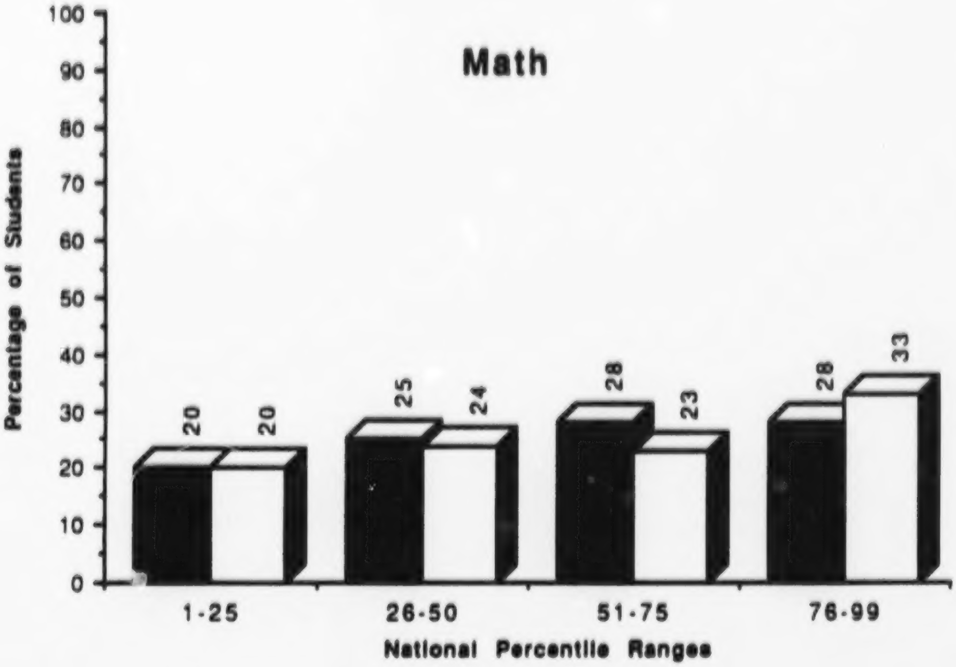
2272

† = the school score
••• = the standard error (S.E.)
Note: Content Area scores are scaled separately and are not simple averages of strand scores.

Percentage of Students Scoring within Each Quadrant Iowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

Whitefoord Elementary





Department of Research and Evaluation
Deborah Dickson/September 1993

1992-93 Progression Status Report

Grades K - 5

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	101	98			2	2	103
	System	5,134	95			294	5	5,478
01	School	80	86	5	5	8	9	93
	System	4,879	89	202	4	408	7	5,489
02	School	81	92	7	8			88
	System	4,527	91	257	5	185	4	4,969
03	School	92	88	12	12			104
	System	4,598	92	260	5	113	2	4,971
04	School	75	94	4	5	1	1	80
	System	4,608	94	227	5	82	2	4,917
05	School	87	100					87
	System	4,588	96	191	4	20		4,799
	School	516	93	28	5	11	2	555
	System	28,384	93	1,137	4	1,102	4	30,623

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 SWP	21	35	47	12	16	39	35	-4
03 SWP	49	33	43	10	36	33	33	
04 SWP	33	36	48	12	32	36	35	-1
05 SWP	33	36	67	31	38	35	42	7

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
03 Non SWP	783	34	35	1	556	39	38	-1
03 SWP	791	33	38	5	444	34	35	1
04 Non SWP	738	34	38	4	670	35	37	2
04 SWP	827	36	42	6	732	35	38	3
05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	24	51	42	-9	16	49	43	-6
03	33	32	38	6	32	33	31	-2
04	19	37	48	11	18	40	34	-6
05	20	36	64	28	22	34	43	9

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

8/04/93 WHITE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

		Promoted		Admin. Placed		Retained		Total
Grade		N	Percent	N	Percent	N	Percent	N
K	School	50	100					50
	System	5,184	95			294	5	5,478
01	School	38	86	1	2	5	11	44
	System	4,879	89	202	4	408	7	5,489
02	School	50	100					50
	System	4,527	91	257	5	185	4	4,969
03	School	35	92	2	5	1	3	38
	System	4,598	92	260	5	113	2	4,971
04	School	48	96	2	4			50
	System	4,608	94	227	5	82	2	4,917
05	School	43	98	1	2			44
	System	4,588	96	191	4	20		4,799
	School	264	96	6	2	6	2	276
	System	28,384	93	1,137	4	1,102	4	30,623

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	4	4	291	5
K-GARTEN - HEAD START	1	1	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	31	32	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	60	63	2391	45
FIRST GRADE - APS K-GARTEN	78	88	4862	90
FIRST GRADE - NON-APS K-GARTEN	9	10	481	9
FIRST GRADE - NO K-GARTEN	2	2	60	1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		94.3		94.4
1991-92		94.1		94.1
1992-93		94.0		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE:				
1990-91		98.2		97.2
1991-92		97.8		97.4
1992-93		98.2		97.4

08/06/93
WHITEFOORD ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

				DIFFERENCE			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	503	528	555	27	5.1	52	10.3
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3

C. STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		ALL ELEMENTARY	
	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:				
SEVEN OR MORE ATTENDANCE PERIODS	480	86	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	75	14	3982	13
2. PUPIL TRANSFERS:				
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	144	26	9541	30
NUMBER/PERCENT OF PUPILS NEW TO APS	59	11	3873	12
MOBILITY INDEX	.37		.38	
3. PUPIL-TEACHER RATIO	23.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	0	0	111	0
5. PUPILS IN PROJECTS:				
CHAPTER I READING	555	100	15734	50
CHAPTER I MATH	555	100	14903	47
REP READING	112	20	4384	14
REP MATH	100	18	3768	12
FOREIGN LANGUAGE IN ELEM. SCHOOLS	96	17	1539	5
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	30	5	2028	6

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

SCHOOL: WHITEFOORD ELEMENTARY SCHOOL

	EXCELLENT		ADEQUATE						NEEDS IMPROVEMENT		TOTAL
			UPPER		MIDDLE		LOWER				
	N	%	N	%	N	%	N	%	N	%	
PRETEST LEVEL 4	7	12	4	7	15	26	17	30	14	25	57
POSTTEST LEVEL 4	2	4	6	11	8	14	19	33	22	39	57
DIFFERENCE LEVEL 4	-5	-8	2	4	-7	-12	2	3	8	14	
PRETEST LEVEL 5	0	0	4	5	13	17	34	44	27	35	78
POSTTEST LEVEL 5	1	1	16	21	28	36	19	24	14	18	78
DIFFERENCE LEVEL 5	1	1	12	16	15	19	-15	-20	-13	-17	
	7	5	8	6	28	21	51	38	41	30	135
	3	2	22	16	36	27	38	28	36	27	135
	-4	-3	14	10	8	6	-13	-10	-5	-3	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

SCHOOL: WHITEFOORD ELEMENTARY SCHOOL

					ADEQUATE								
			EXCELLENT		UPPER		MIDDLE		LOWER		NEEDS IMPROVEMENT		TOTAL
			N	%	N	%	N	%	N	%	N	%	
PRETEST	LEVEL	2	10	14	18	25	8	11	13	18	23	32	72
POSTTEST	LEVEL	2	12	17	30	42	21	29	4	6	5	7	72
DIFFERENCE	LEVEL	2	2	3	12	17	13	18	-9	-12	-18	-25	
PRETEST	LEVEL	3	11	13	15	18	11	13	19	23	27	33	83
POSTTEST	LEVEL	3	24	29	35	42	7	8	5	6	12	14	83
DIFFERENCE	LEVEL	3	13	16	20	24	-4	-5	-14	-17	-15	-19	
PRETEST	LEVEL	4	0	0	9	16	9	16	12	21	26	46	56
POSTTEST	LEVEL	4	2	4	9	16	10	18	15	27	20	36	56
DIFFERENCE	LEVEL	4	2	4	0	0	1	2	3	6	-6	-10	
PRETEST	LEVEL	5	2	3	9	11	26	33	23	29	19	24	79
POSTTEST	LEVEL	5	18	23	27	34	13	16	15	19	6	8	79
DIFFERENCE	LEVEL	5	16	20	18	23	-13	-17	-8	-10	-13	-16	
			23	8	51	18	54	19	67	23	95	33	290
			56	19	101	35	51	18	39	13	43	15	290
			33	11	50	17	-3	-1	-28	-10	-52	-18	

* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	9	31	25	-6	8	36	33	-3
03 Non SWP	16	27	30	3	8	33	46	13
04 Non SWP	17	33	41	8	13	30	34	4
05 Non SWP	17	31	38	7	13	35	43	8

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02 Non SWP	589	35	38	3	476	39	46	7
02 SWP	574	35	39	4	494	36	47	11
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05 Non SWP	764	34	40	6	747	34	39	5
05 SWP	889	36	45	9	858	34	42	8

* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)
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Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years*

School

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	1	43	36	-7	2	46	21	-25
03	3	36	45	9	2	45	42	-3
04	13	46	50	4	11	54	38	-16
05	5	47	47		8	46	52	6

System

	Reading				Mathematics			
Grade	N	1992	1993	Gain	N	1992	1993	Gain
02	857	36	36		681	39	43	4
03	983	33	35	2	707	37	34	-3
04	1062	35	39	4	954	35	37	2
05	1055	35	42	7	998	34	40	6

* Scores for students in the Program for Exceptional Children are excluded

ATLANTA PUBLIC SCHOOLS
STAGE OF WRITING DEVELOPMENT*
END OF KINDERGARTEN - 1993
WHITEFOORD ELEMENTARY SCHOOL 42875

	NUMBER	PERCENT
STAGE 2: SCRIBBLE WRITER	1	1.0
STAGE 3: INVENTED WORD WRITER	5	5.0
STAGE 4: COPIER	16	16.0
STAGE 5: NEW WORD WRITER	14	14.0
STAGE 6: PHRASE/SENTENCE WRITER	33	33.0
STAGE 7: SIMPLE STORY WRITER	25	25.0
STAGE 8: INTERMEDIATE STORY WRITER	6	6.0
TOTAL NUMBER	100	100.0

*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

10/06/93 WHITEFOORD ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	89	86	90	79	66	
02	86	71	62	44	72	
03	100	42	54	49	58	
04	76	33	61	54	46	
05	87	51	45	65	86	
School Total	438	57	63	58	66	8
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested	Percent At/Above National Norm(NP=50)				
	1993	1990	1991	1992	1993	*Diff
01	90	95	88	80	86	
02	85	91	77	62	74	
03	100	43	43	46	36	
04	76	41	38	48	36	
05	87	37	40	42	55	
School Total	438	61	58	57	57	
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992

10/06/93

SCHOOL: 42875 WHITEFOORD ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY
(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)
DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS

	READING			MATHEMATICS		
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01	74	52	70	75	66	88
02	76	58	76	76	58	76
03	91	56	62	91	35	38
04	70	31	44	70	25	36
05	80	74	93	80	47	59
SCHOOL TOTAL	391	271	69	392	231	59
ELEMENTARY K-5 SCHOOLS	21,280	11,200	53	21,123	12,103	57

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Iowa Tests Of Basic Skills
(Regular Program Students Tested)

Reading

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	44	72	38	60	57	
02	47	52	54	26	36	
03	35	58	37	29	23	
04	49	48	25	24	43	
05	42	29	38	38	29	
06		62				
07		37				
School Total	217	53	39	36	38	2
Elem. 1-5 Schools	23,856	60	54	54	51	-3

Mathematics

Grade	Number Tested 1993	Percent At/Above National Norm(NP=50) 1990	1991	1992	1993	*Diff
01	44	88	47	67	70	
02	47	76	63	43	51	
03	34	89	41	40	62	
04	49	45	28	19	41	
05	42	35	35	32	55	
06		51				
07		35				
School Total	216	63	44	42	55	13
Elem. 1-5 Schools	23,687	67	60	59	56	-3

* Difference = 1993 - 1992